

Master's Dissertation/
Trabajo Fin de Máster

Immersing the 4th of Primary Education pupils into the Ancient Egypt society through an engaging thread. A CLIL didactic proposal.

Student: Álvarez Mínguez, Saioa

Supervisor: Dr. Anita Demitroff
Department: English Philology

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ABSTRACT

In this Master's Thesis, a didactic proposal has been designed with the aim of demonstrating that it is possible to integrate Project-Based Learning (PBL) in Content and Language Integrating Learning (CLIL). Specifically, this proposal will focus on working on the contents of Ancient Egypt with the pupils of fourth grade. Before moving on to the description of the project, in the first part of this work, we will find a theoretical framework that will outline the conceptual basis. In the second part, the Didactic unit is described, covering both legal aspects and various activities with the content and language objectives to be achieved. Through manipulative activities, cooperative work and a thread based on the pupils' interest, learners will have the opportunity to immerse themselves in the culture, society and history of Ancient Egypt. Finally, this proposal will be analysed in the conclusions section in which its strengths, weaknesses and future aspects that must be dealt with greater depth are highlighted.

Key words: Project-based learning, Ancient Egypt, scaffolding, engaging thread, language.

RESUMEN

En este Trabajo de fin de Master se ha diseñado una propuesta didáctica con el objetivo de mostrar que es posible integrar el Aprendizaje basado por Proyectos (PBL) en CLIL. En concreto, esta propuesta estará diseñada para trabajar los contenidos del Antiguo Egipto con el alumnado de cuarto de Primaria. Antes de pasar a la descripción del proyecto, en la primera parte de este trabajo, nos encontraremos con un marco teórico que delineará las bases conceptuales de este proyecto. En la segunda parte de este trabajo se describe la Unidad Didáctica abarcando tanto aspectos legales como diversas actividades para trabajar junto con los objetivos de contenido y lenguaje que se quieren alcanzar. A través de actividades manipulativas, trabajo cooperativo y un hilo conductor basado en los intereses del alumnado, tendrán la oportunidad de sumergirse en la cultura, sociedad e historia del Antiguo Egipto. Para finalizar, esta propuesta será analizada en el apartado de conclusiones resaltando sus puntos fuertes, puntos débiles y futuros aspectos en los que profundizar en un futuro.

Palabras clave: Aprendizaje basado en proyectos, Antiguo Egipto, andamiaje, hilo conductor interesante, lenguaje.

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1. INTRODUCTION

Social Science offers varied and rich content, providing an opportunity to explore and examine different historical events, cultures, or societies. A wide range of skills is developed with the main aim of understanding life in the society that surrounds us, such as promoting cultural awareness, encouraging critical thinking, or gaining a better understanding of how past events have shaped the present.

In recent years, there has been a growing interest in combining this area with Content and Language Integrated Learning (CLIL) due to the benefits it brings to us. By studying Social Science through a foreign language, pupils have the opportunity of being exposed to several aspects that are relevant to the subject matter, such as idioms or expressions needed to learn the different contents.

The purpose of this Master's Dissertation is to provide a didactic proposal related to Social Science. This approach is combined in order to foster students' language and content acquisition meaningfully whilst they become more independent and analytical thinkers. More specifically, attention will be paid to Ancient Egypt (3100 B.C.-332 B.C.), an ancient civilisation that has had a profound impact on our lives, by providing insights into cultural heritage, scientific advancements, and human civilisation. It is worth underlining that an engaging thread, based on the pupils' interests, will be used to increase their motivation to work on the topic.

This project will last seven lessons in total (each one of a different duration) and will end with a fair created to show everyone the different tasks and works that the pupils have been doing throughout the project. It is paramount to highlight that this project enhances an interdisciplinary approach, as it brings together different subjects and competences to provide a well-rounded analysis and understanding of the topic that we will work on.

In order to provide comprehensible and balanced learning, we will draw our attention to the competences and skills needed for the pupils' personal and intellectual development. For this to happen, conceptual, linguistic, and procedural objectives will be categorised to foster both language proficiency and subject expertise simultaneously according to this dual-focussed approach. As well, it is worth emphasising that, by establishing procedural objectives, we will

be able to provide the learners with the opportunity of developing the skills needed for engaging with the subject content whilst language production is promoted.

The objectives that we pursue in this project are the following:

1. Conceptual objectives

- To understand the social, cultural and historical context of Ancient Egypt.
- To compare our modern measurement system with the Ancient Egyptian one.

2. Linguistic objectives

- To improve pupils' basic skills: reading, writing, speaking, and listening in an engaging way.
- To expand the vocabulary of the pupils by covering new words and expressions related to the topic.

3. Procedural objectives

- To engage pupils in hands-on activities to involve different skills such as measuring, building, or creating.
- To foster pupils' critical thinking and problem-solving skills by working cooperatively.

Finally, it is worth remarking that the objectives explained above will be clarified and explained in detail in each lesson.

2. THORETICAL FRAMEWORK

2.1. Learning English as a Foreign Language in Primary Education

There has been an increasing interest in recent years in learning English as a Foreign Language in Primary Education due to the globalisation of our society. Literature has emerged and underlined that there are several benefits that learners can take advantage of, providing and developing a wide range of skills for success in today's world.

Before we explain this point of view, let us briefly discuss the relevance of learning English at an early age. According to Saville-Troike (2017: 14) "As children mature, so do their language abilities". That is to say, as young learners acquire new knowledge in their learning process, a solid foundation is developed for their future language process. In this respect, an earlier start gives them additional years of learning a greater willingness to experience the language and make errors, and a great likelihood of learning by feeling immersed and exposed to the new language (Hartshorne et al., 2018)

There is clear evidence that learning a second language (L2) enhances children's cognitive development as several skills are promoted such as multiculturalism awareness or cross-cultural competences. As well, social interaction and cognitive involvement are balanced by working on the four principal skills: listening, writing, reading, and speaking (Larsen-Freeman, 2018).

To effectively teach English as a Foreign Language, it is crucial to use an approach that focuses on a natural way of learning, combining language and content at the same time. In this respect, CLIL has increasingly become popular in recent years. In this regard, Villabona and Cenoz (2022: 36), claim that CLIL "has seen important developments in the last decade and is nowadays widespread in Europe and in other countries".

2.2. What is CLIL

In the words of Coyle, Hood & Marsh (2010: 1), CLIL "is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language". That is to say, attention is not only paid to language, but also in the content. This approach becomes different from the other ones as it is content-driven, making sure that

the experience of learning a language is extended. Moreover, it is flexible, being able to adapt to different contexts.

There are four key principles that guide this approach and are interconnected (4Cs) according to Coyle (2010):

- **Content:** Placed at the heart of the learning process as it is the subject matter. More specifically, it addresses the new knowledge that students gain in a lesson. This new knowledge addresses concepts, procedures, or cross-curricular aspects.
- **Communication:** Addresses language as a conduit for both learning and communication. Language in CLIL needs to be transparent and accessible to allow students to reconstruct and interact with the learning environment.
- **Cognition:** Refers to the development of different thinking skills, constructing their own understanding and challenging themselves, and being engaged in developing high-order thinking skills such as synthesis, evaluation, or analysis.
- **Culture:** CLIL instruction encourages learners to reflect on the plurilingual world in which they live, demanding tolerance and understanding the cultural differences and similarities.

CLIL offers students the opportunity to develop a clear understanding of how the language that they have learned is used in specific subject areas, allowing them to think critically about it in a meaningful and engaging way. It is also worth empathising that classroom interaction is central to this approach to learning.

In order to achieve successful outcomes when implementing CLIL, there are many aspects that must be taken into consideration. Firstly, making the language comprehensible, such as the repetition of keywords or the use of paralinguistic resources, can help students to understand the message. Secondly, it is essential to shape the learner's language by using various strategies such as exaggerating the correct pronunciation, officialising important information by writing it down on the blackboard to help the students to retain it, or giving clear examples that are linked to their previous knowledge (Escobar, 2019).

As viewed above, for CLIL to be effective, it must challenge learners meaningfully, taking into account the importance of shaping their knowledge, and obtaining plenty of support to succeed. Throughout this paper, the term scaffolding will be referred to the ways that the learners' knowledge will be shaped. More concretely, in the words of Kubrická (2021: 63), “scaffolding is used in teaching in a metaphorical sense to refer to any strategy used to provide assistance and support that might be needed in various stages of learning”.

Concerning the language learning, three dimensions can be seen that are used in connection with how it is learned and the learning of the content. Those dimensions are language of learning, language for learning, and language through learning.

The language of learning is the language needed to learn core concepts and notions related to a particular subject. This includes the structure and functions used to talk about the topics belonging to the subject. Language for learning is used in pair and group work activities, and it includes the strategies that are used by the learners in cooperative group work in order to make learning happen. Language through learning is used in the interaction that takes place and refers to the dialogic activity that helps learners to think and co-construct new knowledge (Hemmi et al., 2021: 9-10).

Moving from more general to more specific aspects, we must be aware that a CLIL lesson is neither a language lesson nor a content lesson. The experience of using this approach is more challenging and intensive as there are high levels of linguistic exposure and different skills to be developed to perform a task. A CLIL lesson exhibits different characteristics. Firstly, receptive and productive skills must be integrated. Secondly, functional language must be integrated on each context of the subject. Finally, the learning style of each pupil needs to be considered (Prasansaph, 2020).

There are two types of language proficiency that students develop during a CLIL initiated by Cummins (2008): Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). On the one hand, BICS refers to those linguistic skills that students can apply in social situations, involving context-embedded situations, and do not demand high levels of cognitive capacity. On the other hand, “CALP comprises the macro skills required for formal interactions around varying subject area content in the classroom” (Reza, 2015: 104).

It is also worth empathising that active methodologies are crucial in CLIL as they enhance language learning whilst students are effectively engaged with the activities, taking an active role in constructing their own language. Project-based learning (PBL) is an example of an active methodology that can be complementary to CLIL as it provides several benefits that will be explained further on.

Finally, Otto (2017: 6) suggests some actions that CLIL practitioners can adopt to effectively teach and assess CLIL:

- Analyse your subject (s) so as to consider the language objectives students will need to master to effectively express content and skills;
- Talk to the language department or specialist to see whether those linguistic aspects are present in the curriculum of English as a Foreign Language, or maybe students studied them in the past;
- Meet up with the language department to know about your students' English level, and the most common challenges they encounter as regards expression and comprehension in the foreign language; This will help you to adapt the activities and assessment tasks to suit your learners' needs;
- Ask the language specialists for advice on the most common and useful techniques to deal with language learning strategies (for instance, to ask students to underline the stressed syllable when they come across new or difficult words).

2.2.1. How to assess CLIL in Primary Education

Assessing this dual-focussed approach at the primary level differs from regular assessment in diverse ways. Firstly, it involves evaluating two main aspects: content and language. This means that there are two distinct sets of learning aims, competences, behaviour, and skills that are envisaged as equally weighted. It is important to take into account that both aspects should be assessed at the same time in a receptive and productive way using both written and oral materials.

Due to the newness of this approach and the lack of resources and training in teaching practices, teachers may feel insecure about how to assess CLIL learning and teaching. "It is

clear, therefore, that there is a need for a set of CLIL-specific guidelines to assessment” (Massler, 2011: 116). Massler (2011) pinpoints the different areas of attention, which are the development of the foreign linguistic competence, the content subject knowledge and a positive learning attitude.

Assessment practices must take into account the particular learning context to which they are going to be applied given that good practice may be valid in one context, but not in another. It is, therefore, essential to emphasise that we must also consider the specific regulations, methods, and practices of those contexts.

It is therefore essential to mix both formal and informal assessment methods to gather insights from diverse perspectives and cater to our pupils’ differences and learning styles. By employing different assessment methods, teachers can gain a well-rounded knowledge of each pupil’s ability and performance. Moreover, O’Dwyer & Boer (2015: 17) highlight the importance of giving the learners “a chance to process peer feedback, discuss previous learning, look forward to future learning, discuss instructor feedback, and raise any emerging issues with the instructor”.

2.3. Project-based learning

Project-Based learning (PBL) is a didactic methodology in which pupils learn content in a significant and engaging way by completing a project. The key feature of PBL is that it is student-centred, allowing students to take ownership of their learning process and achieve different goals. In a PBL classroom, different learning proposals can be implemented, such as case studies, role-plays, challenges, or research projects (Reynolds, 2017). “The project-based learning process refers to the activities of students in designing, planning, and implementing a project that results in something in the form of a product, publication, and or presentation that can be exhibited” (Handoyono, 2020: 2).

“Project-based learning is a comprehensive perspective focused on teaching by engaging students in investigation. Within this framework, students pursue solutions to nontrivial problems by asking and refining questions, debating ideas, making predictions, designing plans and/or experiments, collecting and analysing data,

drawing conclusions, communicating their ideas and findings to others, asking new questions, and creating artifacts” (Phyllis, C. et al., 1991: 371).

PBL has many benefits for students. Firstly, it provides them an opportunity to develop high-order thinking skills as they are required to analyse, organise, and synthesise information. Critical thinking, collaboration, and problem-solving are some of the skills that are crucial to carrying out a project. It also allows them to take responsibility, as they are asked to make choices about what and how to create, participating actively in their learning process. This approach also helps them to connect the different contents that they are learning to real-life experiences, making the learning process more relevant and meaningful to them, providing useful tools to solve real-world problems (Larner & Mergendoller, 2010). Realia in this context plays an ever so relevant role in students’ lives as it provides direct experience with the real objects (Handoyono et al., 2020).

Joy is also a key element that promotes interest, and encourages problem-solving skills as well as creative thinking whilst exploring new ideas and approaching challenges. Moreover, it enhances academic performance and well-being. By fostering playful learning in the classrooms, students are enabled to lead their learning and explore the unknown by trying things out, investigating, and finding the joy needed to promote their motivation and interest.

Playful learning also helps in the process of relationship-building with their peers, a very important aspect whilst doing a project. Working collaboratively brings to the students several benefits that they can take advantage of. Firstly, by taking part in playful and collaborative learning spaces, students work together to build their knowledge as a group, applying their critical thinking (Mardel et al., 2023). Moreover, it helps students to develop communication skills by working together towards a common goal, sharing their knowledge, and discussing their ideas. When students work collaboratively, they learn from each other’s experiences. Playful learning also leads to more efficient use of time as tasks and responsibilities are divided.

In order to achieve successful outcomes when implementing this approach, it is essential to give learners real-time feedback. By doing so, students will be better prepared for the future and will be able to recognise and understand their strengths and weaknesses, as well as identify the areas to improve. Another benefit of real-time feedback is that students can get a

greater sense of trust; they might feel that they are supported by the teachers (Handoyono et al., 2020). According to Mardell et al. (2023), working collaboratively can foster a culture of feedback as both children and teachers learn from each other, sharing their emerging ideas and accepting different points of view.

Finally, to tie everything together, it is essential to highlight that the activities to be carried out must suit all of the learners' language levels. To do so, Anderson et al. (2018: 3), purposes activities that suit “low floor and high ceiling” learner characteristics. This type of activity informs how we work in the classroom; all students can participate at a certain level, regardless of their learning level. For this, activities must be designed in which the difficulty is adaptable to each student. On the one hand, the “Low Floor” will refer to the type of activity that must allow all students to participate, even if there is some type of curricular gap or additional learning need. In other words, everyone can do that activity according to their learning pace. On the other hand, the “High Ceiling” will be an open-ended activity, which will invite students to demonstrate how far they can go.

2.4. PBL in CLIL

As pinpointed in the previous section, there are many aspects of PBL that are shared with CLIL. “The conversion of lectures into participatory ones, the promotion of collaboration and cooperation among students, and the acquisition of content through discovery, experimentation, and research are all elements of equal significance in both proposals” are an example of the many aspects that both approaches share according to Sánchez & Pavón (2021: 74).

Furthermore, integrating PBL and CLIL into the learning process can increase the chances to build real and powerful instruction, transforming passive learning into something more active and authentic. In both approaches, learning is goal-oriented, inquiring sparks of curiosity and ongoing reflection. It also promotes cognitive effort and scaffolding. It is worth mentioning that the teacher plays a vital role as he/she becomes a facilitator, helping the students by guiding their learning process. Regarding CLIL, the teacher helps the students to learn content through the L2 by adapting the materials according to the needs of the students, whilst, in PBL, the teacher helps them to promote development and growth through questions.

Combining CLIL and Project-based learning simply magnifies the advantages to favor students' language acquisition, reinforcing scaffolding. Hence, placing substantial attention to connections, context, culture, and communication, components where CLIL and PBL meet hand in hand would also mean educating to respond to what modern societies and students demand in terms an authentic language learning (Cubero, 2019: 488).

Thus, language, and content-teacher collaboration are crucial to achieving all of these benefits. First of all, it should be borne in mind that "quality teachers will produce learners with requisite skills, knowledge, and attitudes to compete favorably in the 21st-century digital economy" (Owodunni, 2021: 33). In order to do so, teachers must collaborate to share their knowledge with others, developing a curriculum that analyses and recognises the skills, strong and weak points of the students. They can also create a common assessment framework to evaluate the students' progression. Last but not least, collaboration between teachers allows them to discuss and agree with new ways of teaching methods to succeed with the intended goals.

Overall, one could conclude that both CLIL and PBL are proposals that enhance students' meaningful learning and motivation to learn as these two approaches provide students with an opportunity to feel effectively engaged in real-world learning. In other words, it integrates language learning, subject matter content, and real-world problem-solving skills.

2.5. Importance of working on pupils' competences

CLIL breaks with the traditional content-based pattern, offering different practice models with the main aim of establishing links between the world that surrounds us and the classrooms. In this light, Ball (2016) highlights the need to employ a more contemporary use of the 4Cs above mentioned by adding an extra one: competences. This aspect is defined by him as "the missing C" (Ball, 2016: 18).

It is essential to bear in mind that the notion of performance in terms of working on the pupils' competence development plays a key role in CLIL-based practice as content and language can be more engagingly assimilated by the pupils. In other words, by doing a set of actions that require performing different steps such as making real suggestions, providing real

data, applying knowledge effectively, or setting goals can contribute to helping pupils build a solid foundation for the future.

If teachers are speaking less, if classes are less teacher-fronted and more task-driven because of the need to involve the NNS (non-native speaker) learners (as opposed to lecturing them), then subject-based competences – the basis of education – can be more engagingly taught and assimilated. They also have important implications for language. (Ball, 2016: 25).

In terms of Primary Education teaching, the Foral Decree 67/2022, of 22 June, which establishes the curriculum of the teachings of the Primary Education stage in the Autonomous Community of Navarre emphasises the following competences that must be integrated in the curriculum: multilingual competence, mathematical competence and competence in science, technology and engineering, digital competence, personal, social and learning to learn competence, citizen competence, entrepreneurial competition and competence in cultural awareness and expression.

The development of those competences is crucial to equip our pupils with a set of learning strategies that will help them to build lifelong learning skills, gain a better understanding of their diverse and interconnected world, increase their self-confidence, and prepare them for future careers.

The implementation of the new Educational law, LOMLOE, in 2022, has ushered a variety of deep curricular reforms. A pivotal aspect of this law is the curriculum. The Spanish, as in many other countries are immersing themselves into a competence-based rather than a transmission-based curriculum. According to López (2022: 56).

“the competency-based curriculum approach is an international focus that, with its different nuances, embodies a trait which is widely shared around the world in today’s educational scenario. It is deemed a response to the challenges faced by societies today, in the era of modern globalisation and the fourth industrial revolution”.

2.5.1 Importance of Digital Competence in the 21st Century

It is remarkable that digital competence plays an essential role in our century as it has transformed our daily lives in several ways. The proliferation of technology has led to the need to know how to navigate the digital world and feel confident with the different digital tools. By working on this competence, our students can obtain several benefits. Firstly, using the Internet in a lesson can gain a wealth of information and resources that can support their education. As well, it includes students' ability to use these technological tools to acquire, process, and evaluate different information. Finally, it is a way of providing pupils with opportunities for expression and creativity, being able to produce and communicate information in several ways (He & Li, 2019).

As a result of this need, it should also be borne in mind that teachers need to adapt to this reality that has emerged these recent years.

In general, teachers today face rapidly changing demands and broader, more sophisticated sets of competences, including a continuously higher interest in empowering teachers with the necessary competences to fully exploit the potential of digital technologies, to enhance teaching and learning and adequately prepare students for life and work in a digital society. (Stenberg and Cotar, 2019: 84)

2.6. Social Science and the 21st century

Having conceptualised what PBL is and briefly explained the benefits of the combination that these two approaches bring to us, it is important to present a broad field of study that perfectly works with that synergy and encompasses a wide range of skills and competences, allowing students to get a greater comprehension of the world that surrounds them. This field is called Social Science.

Before we explain this point of view, let us define what Social Science is to put the readers into perspective. Social Science is an interdisciplinary field whose aim is to prepare knowledgeable and critical-thinking citizens. The branches of this discipline include History, Anthropology, Geography, Politics, Psychology, and Sociology. The central purpose of Social

Science is to involve students and take action in the social world in which they live, based on their personal synthesis, beliefs, and values.

“Whilst learning, exploring, and gaining new knowledge and experience, students are making decisions that necessarily require a synthesis of sources, decisions that will benefit from knowledge of history, geography, and the social sciences only as that knowledge is meaningfully and consciously connected to the reflective process.”
(Evans, 2001: 294)

However, there are several challenges that we must take into consideration regarding Social Science teaching. The dominant pattern of Social Science instruction has been always characterised by being teacher-centered, focused on information transmission. Many of those ways of learning were based on reading and completing a worksheet, demonstrating academic understanding by memorising information to pass an exam, or copying and pasting information to create a school project. In other words, those types of activities are clearly sustained by the fact that it is easier for teachers to design their lesson plans. It is also worth mentioning that this lack of challenge leads to a low level of motivation and, in consequence, the information is not retained in the long-term memory (Russell III, 2010).

In this respect, teachers must be skilled at making the subject matter engaging and accessible. Moreover, teaching Social Sciences can be quite challenging for teachers to keep the different contents up-to-date with our changing world. Due to this last fact, educators need to be ready for changing their ways of teaching and to integrate the different 21st-century skills to become productive and efficient citizens in the world in which they live.

Twenty-first-century students are considered unique, students who are growing up in a rapid and changing world, a world that is characterised by being shaped by globalisation and technological advancements. To prepare students for success in this society, educators must embrace new ways of teaching that empathise the development of various skills in an inclusive way.

The 21st-century skills outlined in the map include the following: creativity and innovation, critical thinking and problem-solving, communication, collaboration, information literacy, media literacy, information and communication technology

literacy, flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility. (Russell III, 2010: 66)

In this light, Wexler (2020) claims that Social Studies is aimed at equipping pupils to get a better understanding of passages and texts. This knowledge building also requires some repetitive and gradual exposure to the content and vocabulary that is going to be learned by the pupils. Moreover, she highlights that “if kids dive into history and geography beginning in the early grades, they’re likely to become better readers—and when it’s presented engagingly, they thoroughly enjoy it”.

2.7. Why Egyptians?

As emphasised earlier, our pupils need to adapt efficiently to the world in which they live. For this to happen, it is important to connect Social Sciences and, more concretely, History to real-life problems and current events in order to understand where social events and situations come from. By learning about the history of any specific aspect, students can understand the past that shapes our present and future and the time scale. It can foster a sense of civic duty with pupils becoming more actively engaged with the community in which they live.

Historical evidence takes many forms: painting, music, literature, books, journals, and inventories. It is important to highlight that there are many ways of finding history, moving from primary sources to secondary sources or later interpretations. Teachers need to provide this wide range of resources to students for understanding the processes of historical inquiry and to exercise their historical imagination. Analytical skills are developed and it requires us to analyse and draw conclusions based on the evidence that we have, expressing ourselves in a clear and effective way.

History has a big impact on our lives as viewed above. There are many aspects to learn, such as the causes or consequences of major events, OR the evolution of political and social events. According to Havekes et al. (2012: 78).

“When constructing an historical context, students need to have substantive knowledge. This knowing history has a basic component that establishes further

contextualisation: the facts. These facts give information on what happened, who was involved and in which location and at what time it happened.”

Many authors and researchers underline the importance of letting the students become little historians. According to Levstick & Barton (2011), by doing so, we let them have the opportunity to make choices and work on different skills. For instance, they can explore different sources and decide what source they are going to choose and work on, depending on if they are reliable or not. Moreover, by giving that freedom, students can develop a project in which they need to develop skills, such as analysing or organising the information that they have found. One topic that can help students become effectively engaged to become historians is learning about Ancient Egypt.

There has been an increasing interest in learning about Egyptian society due to several reasons. To start with, it is a society that has a diverse history, full of fascinating rituals and religious beliefs. Egyptian culture is distinct, full of mysteries, and with remarkable architecture, such as the pyramids. Above all, the significant advances in science, medicine, and mathematics stand out. That is to say, Egypt brings us a culture that has been influenced by the past.

As Egypt involves a range of disciplines as outlined in the previous paragraph, a cross-disciplinary approach is taken. Firstly, pupils will be able to learn where Egypt is located and how the society was organised. By using the map to do so, we can help learners to build up an idea in their mind about how the ancient Egyptians viewed their territory and how we see that territory today. In this regard, they will be able to learn that that space is the stage where social life was developed, learning that the different changes that the territory experienced are due to human action, and political and cultural issues that happened throughout history. This last aspect is essential to establish a comparison between their reality and what they have studied, so that it makes sense to them and they do not remain in the anecdotal.

Attention should also be drawn to the different ways of life and the relation that it has with our daily life problems. “To make the work with students even more complex, we must incorporate the idea of near and far in time and space, combining them, instead of applying a segmentation criterion according to the age of the students and their ability to understand” (Vera, 2022: 115).

3. DIDACTIC PROPOSAL

3.1. Introduction and contextualisation

The main objective of this Didactic unit is to immerse fourth-grade pupils in the rich culture and history of ancient Egyptian civilisation, acquiring historical knowledge and language skills simultaneously. Through engaging activities and a thread based on the pupils' interests, a variety of contents will be integrated in an interdisciplinary way allowing pupils not only to acquire basic knowledge as mentioned above, but also research, creativity, or teamwork skills.

Before we explain this point of view, it is essential to describe the characteristics of the classroom. The project is designed to be carried out with 20 students. Among them, there are no special needs, although the activities will be suitable for the diverse learning styles and abilities of the pupils. Collaboration and teamwork will be essential to achieve the goals of each lesson. That is to say, pupils will have the opportunity to work in groups, pooling their knowledge to achieve different goals throughout this project. Furthermore, by sharing knowledge in a group, pupils will be encouraged to produce output that will deepen their learning.

It is important to highlight that the activities selected follow the "low floor and high ceiling" framework. For this to happen, diverse scaffolding strategies will be offered to cater the different learning styles and to grasp the material effectively throughout their learning experience such as the use of graphic organisers, sentence frames to structure their writings, or the use of clear examples.

As mentioned earlier, a well-structured and engaging thread has been created as it brings a lot of benefits. Firstly, it helps pupils to understand how different lessons are interrelated. Secondly, critical thinking skills are developed through the storyline. This thread also leads to an emotional connection, making the learning process more memorable and meaningful. Finally, it is worth noting that this story can help to work through all the activities that have a clear connection between them.

Each lesson will begin with the message of a very Popular Mouse working for a newspaper. This mouse will propose different challenges every day, which will have to be solved so that

the mouse can write his article. The final task would consist of applying everything pupils will have worked with and learned to create an Egyptian fair, to show the rest of the school the work that they have been doing throughout this Didactic unit. Nevertheless, this story will be explained in greater depth in the next section.

It is worth mentioning that the content-related (CO) and language-related (LO) learning objectives of the proposal will be specified in the description of each lesson. The English and Social Science teachers will work together to implement this project and achieve these objectives separately. That is, the Social Science teacher will focus on content and the English one, on language. Moreover, as this project integrates different contents from different subjects, collaboration between other teachers will be key to move it forward.

Additionally, to assess this whole process, different types of assessment, such as self-assessment or co-evaluation, will be implemented to make sure that both content and language objectives have been achieved successfully. For this to happen, the English teacher will have her/his language hat on and the Social Science teacher her/his own hat on. They will both simultaneously ensure that communications skills will be reinforced throughout the entire process as well. The pupils will learn how to put ideas into their own words. That is, more value will be given to an attempt to express themselves than to accuracy.

3.2. Legal framework

In this section, the legal framework that guides the organisation, planning, and execution of the didactic unit are prepared, which will be explained in detail later. This framework is based on the current regulations that regulate education in Spain, more specifically in Navarre. It covers crucial aspects, such as key competences, exit profile descriptors, or assessment criteria. This framework is adapted and contextualised to the needs of the educational context, in line with the fundamental objectives of Primary Education.

In accordance with DECREE FORAL 67/2022, of June 22, which establishes the curriculum of the teachings of the Primary Education stage in the Autonomous Community of Navarre, there are eight key competences specified in operational descriptors or exit profiles that "guide on the level of performance expected when completing Primary Education"(p.7). For

this project, the operational descriptors that will be developed during its execution have been selected and linked with each competence (see Appendix I).

It is also important to highlight the specific competences that will be developed in each area, as well as the corresponding evaluation criteria (see Appendix II) that will be crucial to scale the acquisition of competences and the achievement of objectives. Last, but not least, it is essential to underscore the contents enunciated in the form of basic knowledge (see Appendix III) established for each of the areas.

When considering all of these aspects together, more elements will be introduced and added to create a well-rounded didactic unit aligned with the principles of a learning situation in accordance with LOMLOE, as mentioned in the previous section. The learning situation is a well-contextualised situation based on the pupils' interest, stimulating learning. It provides challenges that will promote reasoning and the use of critical thinking skills. The incorporation of multiple grouping strategies will play a paramount role in guiding the learning experience. According to the DECREE FORAL 67/2022, of June 22, which establishes the curriculum for the Primary Education stage in the Autonomous Community of Navarre (p.116), “learning situations represent an effective tool to integrate the curricular elements of the different areas through meaningful and relevant tasks and activities to solve problems in a creative and cooperative way, reinforcing self-esteem, autonomy, reflection, and responsibility.”

3.3. Description of the lessons

3.3.1 Lesson 1. There is a thief in my office!

This first lesson is aimed at introducing the topic of the project. The CO and LO of this lesson are the followings:

- CO1: To discover the different objects that were invented in Ancient Egypt.
- LO1: To express their ideas and opinions related to the topic in a clear way using the L2.

In this first lesson, lasting one hour, students will find the following message:

I am a very popular mouse that many of you know. I can't say my name for safety. I can only tell you that I work writing articles for a very important magazine in

Mouseland. I am writing to you because I need your help urgently. Yesterday my boss asked me to write an article for the magazine. He told me that he left me a letter in my office with the topic of that article. This morning, when I arrived at my office, the letter was not there. Also, it was all messy! After tidying up all of that mess, I found out some pieces of paper with some mystery clues. I need your help to solve the mystery and guess what the article is about. As soon as you have an answer, let me know! Thanks a lot! (see Annex IV).

Once the message has been analysed and the teacher has made sure that all of the pupils understood it, he/she will divide the pupils into two groups and assign two clues (see Appendix V) per group to run a gymkhana around the school to help the Popular Mouse solve the mystery. Pupils will have to go through different rooms of the school (nurse's room, school photocopier, school resource room, and custodian's room) to find different objects (crutches and toothpaste, papyrus, makeup and wigs, and a lock).

After the pupils guess the clues and get all the materials, everyone will return to class and the teacher will ask them to put these objects in a box. Afterward, the teacher will ask what they think the article is about. To help them in this process, the teacher will explain to the pupils that the Popular Mouse has left them two questions to reflect on (see Appendix VI). In that appendix, language will be scaffolded by providing some examples of how to answer those questions. Some space has also been left to leave some notes if necessary.

The technique that will be carried out to perform this activity is 1, 2, 4. That is, pupils will begin to reflect individually for two minutes. Then, they will share their ideas in pairs for five minutes, and, finally, pupils will share them in groups of four for ten minutes. It should be noted that the use of Chromebooks is allowed during the process. Finally, the conclusions will be shared on a Padlet (see Appendix VII) created by the Popular Mouse.

Once the pupils have shared their ideas in assembly, it will be concluded that the article that the Popular Mouse has to write is about Ancient Egypt. To let him know the conclusion, pupils will help the teacher write an email to the Popular Mouse.

3.3.2 Lesson 2. Building Ancient Egypt.

This second part of the project will last a total of three lessons of one hour each. The objectives we are focus on achieving are the followings:

- CO2: To revise their prior knowledge about Ancient Egypt.
- CO3: To identify Egypt on a map
- CO4: To understand the geographical features of Ancient Egypt.
- CO5: To understand the importance of the Nile in Egyptian society.
- LO2: To use specific terms related to the Ancient Egypt.
- LO3: To participate actively whilst working cooperatively.
- LO4: To write down short pieces of information using the L2.
- LO5: To use Past Simple tenses to describe past events.

The lesson will begin by reading a message from the Popular Mouse (see Annex VIII). This mouse explains in that letter that he has found a strange message (see Annex IX) and that he does not know what it means since part of it is written in hieroglyphics. The message that the pupils will find is the following:

“When I arrived, my body was asking me to cool off with some water because it was so hot, I felt like my skin was burning. After hours of walking through the deserts, I finally found a wonderful place: it was an immense road of water (part deciphered by the Popular Mouse). In that place, I found people who welcomed me in a good way and thanks to the fact that I found that place, I decided to stay. Then I discovered that this water path was called the Nile (Part that will be translated by the pupils)”.

After reading the message, in the same groups that were formed in the previous class, the pupils will have to decipher what the message says with a sheet that the teacher will provide them. In this file, as can be seen in Appendix X, pupils will find a table that specifies what each symbol means. In addition, a little space has been left for them to write the entire message.

Once they finish writing down their message, the teacher will correct it and we will move on to a second activity designed to activate previous knowledge about Ancient Egypt. To do this, in assembly, the teacher will ask the students to write down on Post-its what goes through their heads when they hear the word "Nile". The answers to this question will be written down

in a Post-it individually. Next, those post-its will be stuck on the blackboard and will be read aloud as a whole class activity.

After finishing this second activity, the teacher and the Popular Mouse will propose creating an interactive map using the materials they see necessary such as play-dough, cereal boxes, and aluminium. To create this interactive map, steps will be followed. First, the teacher will divide the class into the same groups and assign a section of the Nile to each group: source of the Nile, Upper Egypt, Lower Egypt, and the Nile Delta. Secondly, the teacher will give each group a flashcard (see Appendix XI) made by the Popular Mouse with the different aspects they must analyse and take into account. Likewise, it will remind them of the importance of creating small posters to explain the different characteristics of the area that they are building. It is worth mentioning that not only dictionaries are allowed to be used, but also Chromebooks to search for information and translations, if necessary,

In order to assess this activity, the pupils will fill out a self-assessment rubric (see Appendix XII). In that rubric, pupils will find some “Can do” statements that will be used as clear indicators to assess content and language proficiency regarding the objectives of the lesson. For this to happen, they will have to tick the appropriate box. That is, if the objectives have been achieved, the tick will be made in the happy face box. If they feel that they have not been totally achieved or they have found some particular obstacles during the process, the tick will be made in the middle box. On the other hand, if they feel that those objectives have not been achieved, the tick will be drawn in the sad face box. Finally, some space has been left to explain the aspects that they most enjoyed about this activity. The main aim is not only to track their progress, but also to see if the learning goals have been achieved.

3.3.3 Lesson 3. Measuring as hundreds of years ago!

This third part of the project will take place in math lesson and will last 1 hour in total. The outcomes to be achieved are:

- CO6: To comprehend the measurement system that was used in Ancient Egypt.
- CO7: To understand how to convert from Royal Cubits to the modern metric system.

- CO8: To understand how to convert from the modern metric system to Royal cubits.
- CO9: To revise what the perimeter is.
- LO6: To understand small written texts related to the topic.
- LO7: To use specific language structures to say the result of the problems using Present Simple tenses.

The lesson will begin with the following message:

Hello everyone! I am writing to tell you a very curious fact that a friend told me yesterday. In Ancient Egypt, no rulers were used to measure objects. Other types of instruments were used to do so. Can you imagine what? Royal cubits! What do you think? I encourage you to go to the playground of your school and measure different objects using royal cubits. I recommend you take your notebook and a pen to take some notes. I hope you have a great time! (see Annex XIII).

Once the students have read the letter, the whole class will go to the playground to complete the task that the Popular Mouse has asked them to do. This part of the lesson will last, approximately, twenty minutes. When they finish this note-taking, everyone will return to the class and the teacher will encourage them to change from Royal Cubits to the modern metric system. To do this, they all will review the steps that will have to follow, as well as the language used to solve the problem. They will see that they have to multiply the Royal Cubits by the centimetres that their arm measures. The result will be given in centimetres.

Thirdly, Popular Mouse will propose two problems (see Appendix XIV) that need to be solved in groups with contents related to Ancient Egypt. Finally, the teacher will propose a challenge. Pupils will have to search on the Internet for measurements of the perimeter of a base of a pyramid and discover how many real cubits its perimeter has. The results will be presented aloud to the rest of their classmates.

The assessment method used is called “two stars and a wish” (see Appendix XV). In that rubric, pupils will have to write down two aspects that they enjoyed doing and an aspect that they would have changed or found difficult during the process. Some sentence starters will be offered to the pupils to help them to write down their thoughts. It is worth mentioning that by

doing this type of assessment, they will be encouraged to understand their strengths and areas to improve. They take part in reflection and practise their writing skills.

3.3.4 Lesson 4. *Were the pyramids built by the aliens?*

This fourth part of the project will last two one-hour sessions. The objectives we aim to achieve are the following:

- CO10: To discover how the pyramids were built.
- LO8: To effectively present their models using the verbs “made of” and “were used to”.

As in the previous lessons, this class will start with a message from the Popular Mouse (see Appendix XVI). In that letter, this mouse will explain that a strange-looking person had come to his office and told him that the pyramids were built by aliens. Since the Popular Mouse does not know if what he is saying is true or not, he will ask the pupils for help in discovering the truth.

To do this, the teacher will divide the class into the groups that have been previously formed and ask them to investigate, in their Chromebooks, the origin of the pyramids and how they were built. Once they have discovered that they were created through systems of pulleys, counterweights, and ramps, the teacher will ask them to create a simulation of those systems with a view of making the learning process more manipulative and visual. It should be noted that the teacher will provide all the necessary materials for this, such as rope or wood.

Once they have finished building their own systems, the teacher will ask them to present their models to the rest of their classmates through an oral presentation of five minutes per group. More specifically, in this presentation, pupils will have to say what each system is made of and what it was used for. To support their learning process, scaffolding will be provided for the language through a given sentence (see Appendix XVII) with the appropriate grammar structures and verbs that need to be used.

This activity will be assessed by the teacher taking into account four main aspects (see Appendix XVIII). Firstly, teamwork skills will be observed throughout the process by the teacher such as communication and collaboration between peers. Secondly, the simple

machine explanations will be taken into account, as well as the models that pupils will have created. Finally, presentation skills will be considered. More concretely, the teacher will take into account non-verbal communication skills. It is worth noting that, before the presentation, the teacher will explain to the pupils the aspects that will be assessed and will emphasise the importance of using gestures, such as pointing out what is being explained and of using eye contact to engage the audience. To assess these aspects, the teacher will use a scale from 0 (objectives not achieved) to 2 (objectives achieved) how well pupils did in the oral presentations and throughout the lesson.

3.3.5 Lesson 5. 1, 2, 3 listening ears and writing hands-on!

This fifth part of the project will last two lessons of one hour each. These are the objectives that we aspire to attain:

- CO11: To identify the parts of a pyramid.
- CO12: To explain what the parts of the pyramid were used for.
- CO13: To select and organise the most important information in an effective way.
- LO9: To understand Past Simple tenses.
- LO2: To use specific terms related to the Ancient Egypt.

The first part of the lesson will begin with the Popular Mouse's letter (see Appendix XVIII). In that letter, the mouse will ask pupils for help to take notes on a video (see Appendix XX) about the Pyramid of Giza so that he can include that information in his article. Furthermore, this mouse will also ask them to design a poster with the information that they have obtained from the video. Finally, to make the experience more enjoyable, he will explain to them that there will be a prize for the best poster. It is worth mentioning that this video will not only include information about that pyramid, but also a 360° view of the pyramid, allowing them to explore it deeply and in an interactive and meaningful way.

For this to happen, pupils will watch this video twice as a whole class activity. Recognising the challenge of this material, a scaffolding method will be used to help them organise both content and language. More concretely, the teacher will give them a worksheet (see Appendix XXI) with some of the most important sentences that are said in the video. These sentences will include blanks for them to fill in. Additionally, there is a section left for them to write

down their opinion about the video. By providing this support in summarising, we will ensure that not only the most relevant parts of the video are included, but also that a smooth and gradual learning experience is provided.

Once the note-taking has been carried out, the teacher will correct the answers aloud and will divide the class into the same groups that they have been working on throughout the project to design the posters. At this point, pupils will have access to this video so that they can explore the 360° option.

Furthermore, moving from more general to more specific aspects, pupils will design their handmade posters. To do so, a wide range of materials will be provided such as cardboard, recycled newspapers, or paint. Images requested by the pupils to be printed will be also allowed. Furthermore, some instructions (see Appendix XXII) will be provided by the Popular Mouse to let them know the essential characteristics that a poster must have. At this point, the teacher will show different ways to design posters. For instance, the teacher can show them booklets with a variety of fonts, as well as different illustration techniques and textures (see Appendix XXIII).

It is essential to note that, since pupils start the Primary Education stage, they are actively exploring and immersing themselves gradually in activities that hone their self-expression competence. That is, learners will learn more and more about different techniques with each passing year. To facilitate this process, it is essential to expose the learners to different ways of giving a talk, designing a poster or making a lapbook or mind map.

To finish, a co-evaluation rubric (see Appendix XXIV) will be implemented for several reasons. Firstly, it emphasises the importance of working with all of the members of the team towards common goals. It is also an opportunity to provide different perspectives, reflecting on what could be improved and what worked well. This rubric will be divided into two main parts. On the one hand, pupils will have to rate from five stars (aspects completely achieved) to one (aspects not achieved at all) the aspects that have been achieved regarding the poster, such as clarity or use of visual organisers. It is worth emphasising that these aspects will be the same as the ones that we can find in the previous Appendix (see Appendix XXII).

On the other hand, pupils will have to rate, again, from 5 to 1, the aspects that are related to teamwork skills, such as active participation during the creation of the poster. Finally, the groups will discuss with their groups the last section of the rubric: that is, what could be improved in the future. According to Mayo et al. (2022), co-evaluation is an iterative process consisting of four main steps. Firstly, the pupils need to perform the task on an individual basis. Secondly, an assessment has to be given by the peers. Thirdly, a discussion about the feedback needs to be done. Finally, the task will be revised by reflecting on new ways to improve.

Finally, all of the posters will be printed out by the teacher and will be placed on the wall so that pupils can vote on the poster that they like most. Once the teacher has got the results, he/she will give the winning group a certificate from the Popular Mouse (see Appendix XXV).

3.3.6 Lesson 6. Who am I?

This sixth part of the project will last one session. Find outlined below the objectives that we aim to accomplish:

- CO14: To discover how the past has shaped the present.
- CO15: To list the objects that were invented in Ancient Egypt and their function.
- LO10: To attempt creating Present Simple tenses in the first person singular.

In today's class, the Popular Mouse will explain to the pupils (see Appendix XXVI) that the thief who stole from his office has returned asking about the objects he left, explaining to the Popular Mouse that he does not remember what they were. The Popular Mouse explains to the pupils that, as he gave them clues, they should also leave him riddles for him to guess. To do this, the Popular Mouse will encourage them in that letter to create their own riddles.

Once the message has been analysed, as an assembly, the learners will remember what objects they found in the gymkhana. Afterward, the teacher will explain the following instructions to create the riddles. First, pupils have to search on the internet for information about those inventions. In this respect, the teacher will write down the aspects that they can investigate and include in their riddles (origin, what they are made of, what they were used for, etc.).

Then, he/she will explain that, since the riddles that the thief sent are written in the first-person singular, the riddles they will have to create must be written in the same way. To facilitate their understanding, some examples (see Appendix V) will be given to scaffold the language. Instructions will be also provided to receive step-by-step guidance to write down the riddles (see Appendix XXVII).

To make this learning experience more enjoyable, playful, and challenging, in the last ten minutes of the lesson, all of the riddles will be collected in a mystery box, and, in groups, they will play the game called: Who can guess the riddle? In this game, each group will take the riddles from the mystery box and will have to guess them. To conclude, the team that guesses the most riddles will be the winner. This guessing activity can promote several skills. Firstly, active listening is promoted as pupils have to attentively listen to the different clues. Also, cooperative problem-solving skills are developed as pupils do not have to only listen to their teammates, but also to convey their thoughts to arrive at a collective conclusion.

3.3.7 Egyptian fair

This final part of the project will be dedicated to creating an Egyptian fair with fourth-grade students. The main aim of this final part is to review all of the different contents that pupils have been learning throughout this project. For this, pupils will receive a letter from the Popular Mouse (see Appendix XXVIII) thanking them for the great effort they have put in throughout the process. He will also encourage pupils to create an Egyptian fair for all Primary Education pupils to show them all the tasks they have been doing throughout the project. Throughout the fair, pupils will work towards the following language and content objectives:

- CO16: To revise all of the contents that pupils have learned throughout the project related to Ancient Egypt.
- LO2: To use specific terms related to Ancient Egypt.
- LO4: To write down short bits of information using the L2.

This fair will be divided into five different corners and will last one hour in total. Firstly, the interactive maps created in the second lesson by each group will be linked all together, into a big interactive map. Secondly, all of the measurements that were converted from Royal Cubits to the modern measurement system will be shown to the rest of the school. That is,

pupils will show how many Royal Cubits an object from the school's playground is composed of. Thirdly, a building corner will be created with the main aim of showing how the pyramids were built with all of the systems of pulleys, counterweights, and ramps that pupils have created. The fourth corner will be dedicated to the Pyramid of Giza. In this corner, all of the posters designed by the pupils will be on display for everyone to see. Finally, there will be a quiz area. In that area, all of the clues that were created in the last lesson will be used to play a quiz with everyone who wants to join.

Prior to the commencement of the fair, some work must be done to get the fair ready on time. To begin with, in the arts and crafts lesson, pupils will design a welcome poster that says "Egyptian Fair" with the hieroglyphics used in the second lesson. Also, to welcome everyone, pupils will learn an Egyptian choreography (see Appendix XXIX) in the Physical Education lesson. As this song uses the L2, the teacher of that subject will make sure that all of the instructions are understood clearly by reading the song aloud and imitating the different movements at the same time. That is, before performing the choreography, pupils will have a clear idea about the movements that they will have to perform in English.

The role of the pupils during the fair will be active as each group will be allocated to a different corner. In each corner, each group will have to prepare a small speech to present their work. They will need to have mastered the content aspects of their corners. For this to happen, each group, before the fair, will have to prepare the information that they will have to explain to the visitors. This task will be carried out in the English lesson and will be part of a writing activity, working on, not only language aspects such as coherence or use of appropriate vocabulary, but also organisational ones, such as clarity and good communication with their groupmates.

In order to support their writing, language will be scaffolded (see Appendix XXX) to ensure a step-by-step approach and guidance is given on the material that they will have to create. More concretely, in that Appendix, pupils will find out the different steps that they need to follow with descriptive writing. In each section, sentence openers will be provided with the main aim of setting them on the right track. Finally, in the last section, some connectors will be provided to encourage pupils to use them in their writings to clarify the connections between the ideas and create a smooth and logical structure of the text. This writing will be corrected by the teacher using the following rubric.

Score	Content and Skills	Language
4.0	Pupils can describe what their corner is about, including all of the aspects specified in Annex XXX (description of the corner, steps that they followed to create their works, interesting aspects, and closing). Pupils work autonomously and mostly rely on their own knowledge.	Pupils make use of the precise linguistic structures that we have been working with autonomously. They are able to express their ideas in a clear way to their group mates in English. The teacher does not appreciate L1 interference. Pupils are able to build up sentences by incorporating the precise connectors and the sentence frames given using the L2 at all times.
3.0	Pupils can describe what their corner is about, including all of the aspects specified in Annex XXX (description of the corner, steps that they followed to create their works, interesting aspects, and closing). Although largely autonomous, they might need to check their notes.	Pupils make use of the precise linguistic structures that we have been working with autonomously. They are able to express their ideas in a clear way to their group mates in English. The teacher does not appreciate L1 interferences. Pupils are able to build up sentences by incorporating the precise connectors and by relying on the sentence frames given. However, when they do not understand each other, they make use of the Spanish.
2.0	Pupils can describe what their corner is about, including some of the aspects specified in Annex XXX (description of the corner, steps that they followed to create their works, interesting aspects, and closing). They might need some help with some of the concepts and the teacher might need to clarify them to help them move forward with the task.	Pupils make use of some of the specific structures we worked with, although the way they use them is still improvable. They use them in an improvable way, mixing L1 & L2, but most of the time L2. Furthermore, they make (not significant) mistakes while writing the text.

1.0	Pupils can describe what their corner is about, including just one or two aspects in Annex XXX (description of the corner, steps that they followed to create their works, interesting aspects, and closing). They need help to follow the instructions.	Pupils remember some of the structures we worked with, but they use them in an incomplete or incorrect way, mixing L1 & L2, and feeling lost while making use of the scaffold. They do not even have a look at their notes or they do not ask the teacher when they do not understand what she/he is saying. As well, grammar and spelling mistakes are noticed throughout the text
0.0	Pupils do not include any of the aspects that were mentioned in Annex XXX. They are lost while performing the different tasks and they do not feel interest in the topic.	Pupils do not remember and make use of the necessary language structures to carry out the task. The teacher constantly appreciates significant L1 interferences. There is no communication among the group members in English. As well, there is no coherence at all in the text.

Table 1. Assessment rubric to assess the writings of the pupils

As observed, this rubric will encompass an assessment of two main aspects, content and language proficiency. That is, many aspects will be taken into account to ensure that a complete, clear, and well-rounded assessment procedure is carried out.

Having established how to use this rubric, it becomes imperative to undertake a detailed explanation of the salient aspects. On the one hand, the teacher will take into account all of the aspects specified in Appendix XXVIII, as mentioned. Moreover, the initiative and interest that pupils had throughout the process will be considered. On the other hand, regarding language aspects, attention will be paid to key characteristics that make a text effective, clear and engaging for the fair. Firstly, the focus will be directed to the language structures and connectors that pupils have used to express their ideas in the text. In addition, emphasis will be given to the way that they express their ideas to their group mates. That is, the teacher will observe if there are L1 interferences in the entire process. Finally, grammar and spelling

mistakes will be carefully examined to not only fill this rubric out, but also to identify areas for improvement and prevent future linguistic mistakes.

The fair will be divided into two parts. To welcome everyone, pupils will perform the choreography that they have been working on in the Physical Education lesson. After performing it, everyone will have the opportunity to have a look at all of the creations of the pupils. Also, everyone will be encouraged to leave in a box, once they have finished visiting all of the corners, their opinion about the fair, specifying what the part that they liked/enjoyed most is. It is worth mentioning that by doing so and by adding the quiz corner as mentioned before, this fair will not only be an informative and traditional one but also an interactive one as everyone is encouraged to take active participation, keeping them focussed and engaged with the materials.

4. CONCLUSION OF THE PROJECT

To sum up, this interdisciplinary Didactic unit demonstrates that it is possible to immerse the fourth Primary Education pupils into Egyptian culture, Geography, and History whilst learning the L2. By incorporating hands-on exploration activities, interactive mapping creation, and an engaging thread pupils will undeniably enhance their comprehension and engagement whilst having fun at the same time.

The integration of technological tools such as Chromebooks and virtual resources, such as a 360° video tour, and realia, makes it possible to create an environment that sparks curiosity about Egypt's rich heritage. Additionally, by having pupils face different challenges based on their interests, provides a richer learning experience. Learners of this age are characterised by being curious, creative, and adventurous.

It is evident that this inquiry-based approach has also honed different crucial skills that must be developed by the end of the Primary Education stage according to the legal framework that has been mentioned above. Content and language objectives will be achieved simultaneously, to contribute to a more vibrant and well-rounded educational experience. Finally, through a combination of teamwork challenges, multiple skills related to communication can be achieved, preparing the pupils for the real world. Those strategies and the use of scaffolding

will be crucial to provide learning support with the learning endeavours and to maximise their learning potential gaining more motivation, confidence, and independence.

A weak point that could be noted during the process is time. Some activities may take longer due to the pupils' language level or the knowledge that they have related to how to use digital tools. This project could be adjusted to the needs of each classroom. That is, small training about how to use digital tools could be done before starting the project or at the beginning of the school year.

Considering the scope of the project, it would be beneficial to delve more deeply into specific aspects. In this way, pupils can refine their knowledge and incorporate any additional insights that could significantly enhance the overall impact of the project. It would be interesting to explore the option of extending the timeline by supplementing the project with extra activities. To do so, pupils can focus on mythology and religion, discussing religious practices and discovering interesting myths and ceremonies. To foster pupils' creativity and expression, role-play or simulation exercises can be carried out to provide not only hands-on experiential learning, but also develop a large variety of skills, such as verbal and non-verbal communication, creative thinking, and cultural sensitivity.

Overall, this competence-based educational law, LOMLOE, has been implemented as a result of the challenges that our society faces nowadays. Through progressive learning, pupils will be equipped with the skills and competences needed to thrive meaningfully on our society. For pupils to flourish and succeed, it is imperative that they receive guidance and support from the teachers in their learning progress. Moreover, for this to happen, collaboration between teachers is key to nurturing a well-rounded and dynamic learning community. By pooling the expertise of different teachers, diverse range of perspectives, innovative solutions, and new strategies will be given to enrich the whole learning process.

5. ANNEXES

5.1. Annex I

KEY COMPETENCE	EXIT PROFILE
Competencia en comunicación lingüística (CCL)	CCL1. Expresa hechos, conceptos, pensamientos, opiniones o sentimientos de forma oral, escrita, signada o multimodal, con claridad y adecuación a diferentes contextos cotidianos de su entorno personal, social y educativo, y participa en interacciones comunicativas con actitud cooperativa y respetuosa, tanto para intercambiar información y crear conocimiento como para construir vínculos personales. CCL2. Comprende, interpreta y valora textos orales, escritos, signados o multimodales sencillos de los ámbitos personal, social y educativo, con acompañamiento puntual, para participar activamente en contextos cotidianos y para construir conocimiento. CCL3. Localiza, selecciona y contrasta, con el debido acompañamiento, información sencilla procedente de dos o más fuentes, evaluando su fiabilidad y utilidad en función de los objetivos de lectura, y la integra y transforma en conocimiento para comunicarla adoptando un punto de vista creativo, crítico y personal a la para que respetuoso con la propiedad intelectual. CCL5. Pone sus prácticas comunicativas al servicio de la convivencia democrática, la gestión dialogada de los conflictos y la igualdad de derechos de todas las personas, detectando los usos discriminatorios, así como los abusos de poder, para favorecer la utilización no solo eficaz sino también ética de los diferentes sistemas de comunicación.
Competencia plurilingüe	CP1. Usa, al menos, una lengua, además de la lengua o lenguas familiares, para responder a necesidades comunicativas sencillas y predecibles, de manera adecuada tanto a su desarrollo e intereses como a situaciones y contextos cotidianos de los ámbitos personal, social y educativo. CP2. A partir de sus experiencias, reconoce la diversidad de perfiles lingüísticos y experimenta estrategias que, de manera guiada, le permiten realizar transferencias sencillas entre distintas lenguas para comunicarse en contextos cotidianos y ampliar su repertorio lingüístico individual.
Competencia matemática y competencia en ciencia, tecnología e ingeniería (STEM)	STEM1. Utiliza, de manera guiada, algunos métodos inductivos y deductivos propios del razonamiento matemático en situaciones conocidas, y selecciona y emplea algunas estrategias para resolver problemas reflexionando sobre las soluciones obtenidas.

	STEM2. Utiliza el pensamiento científico para entender y explicar algunos de los fenómenos que ocurren a su alrededor, confiando en el conocimiento como motor de desarrollo, utilizando herramientas e instrumentos adecuados, planteándose preguntas y realizando experimentos sencillos de forma guiada. STEM4. Interpreta y transmite los elementos más relevantes de algunos métodos y resultados científicos, matemáticos y tecnológicos de forma clara y veraz, utilizando la terminología científica apropiada, en diferentes formatos (dibujos, diagramas, gráficos, símbolos...) y aprovechando de forma crítica, ética y responsable la cultura digital para compartir y construir nuevos conocimientos. STEM5. Participa en acciones fundamentadas científicamente para promover la salud y preservar el medio ambiente y los seres vivos, aplicando principios de ética y seguridad y practicando el consumo responsable.
Competencia digital	CD1. Realiza búsquedas guiadas en internet y hace uso de estrategias sencillas para el tratamiento digital de la información (palabras clave, selección de información relevante, organización de datos...) con una actitud crítica sobre los contenidos obtenidos. CD2. Crea, integra y reelabora contenidos digitales en distintos formatos (texto, tabla, imagen, audio, vídeo, programa informático...) mediante el uso de diferentes herramientas digitales para expresar ideas, sentimientos y conocimientos, respetando la propiedad intelectual y los derechos de autor de los contenidos que reutiliza. CD3. Participa en actividades o proyectos escolares mediante el uso de herramientas o plataformas virtuales para construir nuevo conocimiento, comunicarse, trabajar cooperativamente, y compartir datos y contenidos en entornos digitales restringidos y supervisados de manera segura, con una actitud abierta y responsable ante su uso. CD4. Conoce los riesgos y adopta, con la orientación del docente, medidas preventivas al usar las tecnologías digitales para proteger los dispositivos, los datos personales, la salud y el medioambiente, y se inicia en la adopción de hábitos de uso crítico, seguro, saludable y sostenible de dichas tecnologías. CD5. Se inicia en el desarrollo de soluciones digitales sencillas y sostenibles (reutilización de materiales tecnológicos, programación informática por bloques, robótica educativa...) para resolver problemas concretos o retos propuestos de manera creativa, solicitando ayuda en caso necesario.
Competencia personal, social y de aprender a aprender (CPSAA)	CPSAA1. Es consciente de las propias emociones, ideas y comportamientos personales y emplea estrategias para gestionarlas en situaciones de tensión o conflicto, adaptándose a los cambios y armonizándolos para alcanzar sus propios

	objetivos.
	CPSA.A3. Reconoce y respeta las emociones y experiencias de las demás personas, participa activamente en el trabajo en grupo, asume las responsabilidades individuales asignadas y emplea estrategias cooperativas dirigidas a la consecución de objetivos compartidos.
	CPSA.A4. Reconoce el valor del esfuerzo y la dedicación personal para la mejora de su aprendizaje y adopta posturas críticas en procesos de reflexión guiados.
	CPSA.A5. Planea objetivos a corto plazo, utiliza estrategias de aprendizaje autorregulado y participa en procesos de auto y coevaluación, reconociendo sus limitaciones y sabiendo buscar ayuda en el proceso de construcción del conocimiento.
Competencia ciudadana (CC)	CC4. Comprende las relaciones sistémicas entre las acciones humanas y el entorno, y se inicia en la adopción de estilos de vida sostenibles, para contribuir a la conservación de la biodiversidad desde una perspectiva tanto local como global.
Competencia emprendedora (CE)	CE1. Reconoce necesidades y retos que afrontar y elabora ideas originales, utilizando destrezas creativas y tomando conciencia de las consecuencias y efectos que las ideas pudieran generar en el entorno, para proponer soluciones valiosas que respondan a las necesidades detectadas.
	CE3. Crea ideas y soluciones originales, planifica tareas, coopera con otros en equipo, valorando el proceso realizado y el resultado obtenido, para llevar a cabo una iniciativa emprendedora, considerando la experiencia como una oportunidad para aprender.
Competencia en conciencia y expresión culturales (CCEC)	CCEC1. Reconoce y aprecia los aspectos fundamentales del patrimonio cultural y artístico, comprendiendo las diferencias entre distintas culturas y la necesidad de respetarlas.
	CCEC2. Reconoce y se interesa por las especificidades e intencionalidades de las manifestaciones artísticas y culturales más destacadas del patrimonio, identificando los medios y soportes, así como los lenguajes y elementos técnicos que las caracterizan.
	CCEC4. Experimenta de forma creativa con diferentes medios y soportes, y diversas técnicas plásticas, visuales, audiovisuales, sonoras o corporales, para elaborar propuestas artísticas y culturales.

5.2. Annex II

CONOCIMIENTO DEL MEDIO SOCIAL, NATURAL Y CULTURAL		
SPECIFIC COMPETENCE	OPERATIONAL DESCRIPTORS	EVALUATION CRITERIA
1. Utilizar dispositivos y recursos digitales de forma segura, responsable y eficiente, para buscar información, comunicarse y trabajar de manera individual, en equipo y en red, y para reelaborar y crear contenido digital de acuerdo con las necesidades digitales del contexto educativo.	CCL3, STEM4, CD1, CD2, CD3, CD4, CD5, CCEC4	1.1 Utilizar dispositivos y recursos digitales, de acuerdo con las necesidades del contexto educativo de forma segura, buscando información, comunicándose y trabajando de forma individual y en equipo, reelaborando y creando contenidos digitales sencillos.
2. Plantear y dar respuesta a cuestiones científicas sencillas, utilizando diferentes técnicas, instrumentos y modelos propios del pensamiento científico, para interpretar y explicar hechos y fenómenos que ocurren en el medio natural, social y cultural.	CCL1, CCL2, CCL3, STEM2, STEM4, CD1, CD2, CC4	2.1 Formular preguntas y realizar predicciones razonadas, demostrando curiosidad por el medio natural, social y cultural cercano. 2.2 Buscar y seleccionar información de diferentes fuentes seguras y fiables, utilizándola en investigaciones relacionadas con el medio natural, social y cultural y adquiriendo léxico científico básico.
		2.4 Proponer posibles respuestas a las preguntas planteadas, a través de la interpretación de la información y los resultados obtenidos, comparándolos con las predicciones realizadas. 2.5 Presentar los resultados de las investigaciones en diferentes formatos, utilizando lenguaje científico básico y explicando los pasos seguidos.
5. Identificar las características de los diferentes elementos o sistemas del medio natural, social y cultural, analizando su organización y propiedades y estableciendo relaciones entre los mismos, para reconocer el valor del patrimonio cultural y natural, conservarlo, mejorarlo y emprender acciones para su uso responsable.	STEM1, STEM2, STEM4, STEM5, CD1, CC4, CE1, CCEC1	5.2 Identificar conexiones sencillas entre diferentes elementos del medio natural social y cultural mostrando comprensión de las relaciones que se establecen.
7. Observar, comprender e interpretar continuidades y cambios del medio social y cultural, analizando relaciones de causalidad, simultaneidad y sucesión, para explicar y valorar las relaciones entre diferentes elementos y acontecimientos.	CCL3, STEM4, CPSAA4, CC1, CC3, CE2, CCEC1	7.1.1 Identificar hechos del entorno social y cultural desde la Prehistoria hasta la Edad Antigua, empleando las nociones de causalidad, simultaneidad y sucesión. 7.2. Conocer personas, grupos sociales relevantes y formas de vida de las sociedades desde la Prehistoria hasta la Edad Antigua, incorporando la perspectiva de género.

FOREIGN LANGUAGE: ENGLISH		
1. Comprender el sentido general e información específica y predecible de textos breves y sencillos, expresados de forma clara y en la lengua estándar, haciendo uso de diversas estrategias y recurriendo, cuando sea necesario, al uso de distintos tipos de apoyo, para desarrollar el repertorio lingüístico y para responder a necesidades comunicativas cotidianas.	CCL2, CCL3, CP1, CP2, STEM1, CD1, CP5AA5, CCEC2	1.1 Reconocer e interpretar el sentido global, así como palabras y frases previamente trabajadas, en textos orales, escritos y multimodales, breves y sencillos, sobre temas frecuentes y cotidianos de relevancia personal y próximos a su experiencia, así como de textos de ficción adecuados al nivel de desarrollo del alumnado, expresados de forma comprensible, clara y en lengua estándar a través de distintos soportes.
		1.2 Seleccionar y aplicar, de forma guiada, estrategias de comprensión adecuadas en situaciones comunicativas cotidianas y de relevancia para el alumnado, para captar el sentido global y procesar informaciones explícitas en textos breves y sencillos sobre temas familiares.
2. Producir textos sencillos de manera comprensible y estructurada, mediante el empleo de estrategias como la planificación o la compensación, para expresar mensajes breves relacionados con necesidades inmediatas y responder a propósitos comunicativos cotidianos.	CCL1, CP1, CP2, STEM1, CD2, CP5AA5, CE1, CCEC4	2.1 Expresar oralmente frases cortas y sencillas con información básica sobre asuntos cotidianos y de relevancia para el alumnado, utilizando de forma guiada recursos verbales y no verbales, recurriendo a modelos y estructuras previamente presentados y prestando atención al ritmo, la acentuación y la entonación.
		2.2 Redactar textos muy breves y sencillos, con adecuación a la situación comunicativa propuesta, a partir de modelos y a través de herramientas analógicas y digitales, usando léxico y estructuras elementales sobre asuntos cotidianos, de relevancia personal para el alumnado y próximos a su experiencia.
4. Mediar en situaciones predecibles, usando estrategias y conocimientos para procesar y transmitir información básica y sencilla, con el fin de facilitar la comunicación.	CCL5, CP1, CP2, CP3, STEM1, CP5AA1, CP5AA3, CCEC1	4.2 Seleccionar y aplicar, de forma guiada, estrategias básicas que ayuden a crear puentes y faciliten la comprensión y producción de información y la comunicación, adecuadas a las intenciones comunicativas, usando, con ayuda, recursos y apoyos físicos o digitales en función de las necesidades de cada momento.
MATHEMATICS		
1. Interpretar situaciones de la vida cotidiana, proporcionando una representación matemática de las mismas mediante conceptos, herramientas y estrategias, para analizar la información más relevante.	STEM1, STEM2, STEM4, CD2, CP5AA5, CE1, CE3, CCEC4	1.1 Interpretar, de forma verbal o gráfica, problemas de la vida cotidiana, comprendiendo las preguntas planteadas a través de diferentes estrategias o herramientas, incluidas las tecnológicas.
		1.2 Producir representaciones matemáticas a través de esquemas o diagramas que ayuden en la resolución de una situación problematizada.
2. Resolver situaciones problematizadas, aplicando	STEM1, STEM2,	2.1 Comparar diferentes estrategias para resolver un problema de forma pautada.

diferentes técnicas, estrategias y formas de razonamiento, para explorar distintas maneras de proceder, obtener soluciones y asegurar su validez desde un punto de vista formal y en relación con el contexto planteado.	CPSAA5, CE3	2.2 Obtener posibles soluciones de un problema siguiendo alguna estrategia conocida.
6. Comunicar y representar, de forma individual y colectiva, conceptos, procedimientos y resultados matemáticos, utilizando el lenguaje oral, escrito, gráfico, multimodal y la terminología apropiados, para dar significado y permanencia a las ideas matemáticas.	OCL1, CCL3, STEM2, STEM4, CD1, CD5, CE3, CCEC4	6.2 Explicar los procesos e ideas matemáticas, los pasos seguidos en la resolución de un problema o los resultados obtenidos, utilizando un lenguaje matemático sencillo en diferentes formatos.
PHYSICAL EDUCATION		
2. Adaptar los elementos propios del esquema corporal, las capacidades físicas, perceptivo-motrices y coordinativas, así como las habilidades y destrezas motrices, aplicando procesos de percepción, decisión, ejecución adecuados a la lógica interna y a los objetivos de diferentes situaciones, para dar respuesta a las demandas de proyectos motores y prácticas motrices con distintas finalidades en contextos de la vida diaria.	STEM1, CPSAA4, CPSAA5	2.1 Llevar a cabo proyectos motores de carácter individual, cooperativo o colaborativo empleando estrategias de monitorización y seguimiento que permitan analizar los resultados obtenidos. 2.3 Descubrir y reconocer los componentes cualitativos y cuantitativos de la motricidad de manera lúdica e integrada en diferentes situaciones y contextos, mejorando progresivamente su control y su dominio corporal.

5.3. Annex III

CONOCIMIENTO DEL MUNDO NATURAL, SOCIAL Y CULTURAL	
B. Tecnología y digitalización	
B1. Digitalización del entorno personal de aprendizaje	
B1.1	Dispositivos y recursos digitales de acuerdo con las necesidades del contexto educativo.
B1.2	Estrategias de búsquedas guiadas de información seguras y eficientes en internet (valoración, discriminación, selección y organización).
B2. Proyectos de diseño y pensamiento computacional	
B2.2	Materiales, herramientas y objetos adecuados a la consecución del proyecto de diseño.
C. Sociedades y territorios	
C2. Sociedades en el tiempo	
C2.1	El tiempo histórico. Nociones temporales y cronología. Ubicación temporal de las grandes etapas históricas.
C2.3	Iniciación en la investigación y en los métodos de trabajo para la realización de proyectos, que analicen hechos, asuntos y temas de relevancia actual con perspectiva histórica, contextualizándolos en la época correspondiente (Prehistoria y Edad Antigua), como la supervivencia y la alimentación, la vivienda, los intercambios comerciales (de dónde viene el dinero, los trabajos no remunerados), la explotación de bienes comunes y recursos o los avances técnicos.
LENGUA EXTRANJERA (Inglés)	
A. Comunicación	
A2	Estrategias básicas de uso común para la comprensión y la producción de textos orales, escritos y multimodales breves, sencillos y contextualizados.
A3	Funciones comunicativas básicas de uso común adecuadas al ámbito y al contexto: saludar, despedirse, presentar y presentarse; describir personas, objetos y lugares; pedir e intercambiar información sobre cuestiones cotidianas; describir rutinas; dar indicaciones e instrucciones; expresar el tiempo, la cantidad y el espacio.
A5	Modelos contextuales y géneros discursivos básicos de uso común en la comprensión, producción y coproducción de textos orales, escritos y multimodales, breves y sencillos, literarios y no literarios tales como folletos, instrucciones, normas, avisos o conversaciones reguladoras de la convivencia.
B. Plurilinguismo	
B1	Estrategias y técnicas de compensación de las carencias comunicativas para responder a una necesidad elemental, a pesar de las limitaciones derivadas del nivel de competencia en la lengua extranjera y en las demás lenguas del repertorio lingüístico propio.
B3	Iniciación en estrategias y herramientas básicas de autoevaluación y coevaluación, analógicas y digitales, individuales y cooperativas.

MATEMÁTICAS	
A. Sentido numérico	
A3. Sentido de las operaciones	
A3.1	Estrategias de cálculo mental con números naturales y fracciones.
A3.2	Estrategias de reconocimiento de qué operaciones simples (suma, resta, multiplicación, división como reparto y partición) son útiles para resolver situaciones contextualizadas.
A3.4	Suma, resta, multiplicación y división de números naturales resueltas con flexibilidad y sentido en situaciones contextualizadas: estrategias y herramientas de resolución y propiedades.
B. Sentido de la medida	
B2. Medición	
B2.1	Estrategias para realizar mediciones con instrumentos y unidades no convencionales (repetición de una unidad, uso de cuadrículas y materiales manipulativos) y convencionales.
EDUCACIÓN FÍSICA	
C. Resolución de problemas en situaciones motrices	
C4. Habilidades y destrezas motrices	
C4.1	Control y dominio motor desde un planteamiento previo de la acción, incidiendo más en los mecanismos de ejecución cualitativa.

5.4. Annex IV

Hello everyone!

I am a very popular mouse that many of you know. I can't say my name for safety. I can only tell you that I work writing articles for a very important magazine in Mouseland.

I am writing to you because I need your help urgently. Yesterday my boss asked me to write an article for the magazine. He told me that he left me a letter in my office with the topic of that article.

This morning, when I arrived at my office, the letter was not there. Also, it was all messy!

After tidying up all of that mess, I found out some pieces of paper with some mystery clues.

I need your help to solve the mystery and guess what the article is about. As soon as you have an answer, let me know!

Thanks a lot!

Yours Sincerely,



Popular mouse

5.5. Annex V

I am an object. I am located near the canteen. I can help you when you are not feeling well. **Who am I?**

I am an object. I am located next to the 3rd of Primary Education class. I can give you materials to create projects that encourage your creativity to run wild. **Who am I?**

I am an object. I am located next to the main entrance. I am a magical machine that can write down all of the information that you typed into the computer, on to a piece of paper. **Who am I?**

I am a person. I am located everywhere. I have got different tasks to do in the school; such as ensuring that the school is safe or giving directions when you are lost. **Who am I?**



5.6. Annex VI

TIME TO THINK!

1 *What do these objects have in common?*

I think that these objects have in common...

I think that they all share...

2 *Where do these objects come from?*

These objects come from...

Leave your notes here

5.7. Annex VII

<https://padlet.com/saioaam/sharing-our-thoughts-qmr1cdeksc3afs2d>

5.8. Annex VIII

Hello everyone!

First of all, thank you very much for helping me to find out what my article is about.

I am writing to you because I need your help again! Over the last few days, I have been tidying my office where I found a message written on a piece of paper that I can't understand.

As you can see, a part of the message is very easy to decipher. However, the second part is written with symbols that...

I have never seen before!

I am sure that you can help me again!

Best wishes,

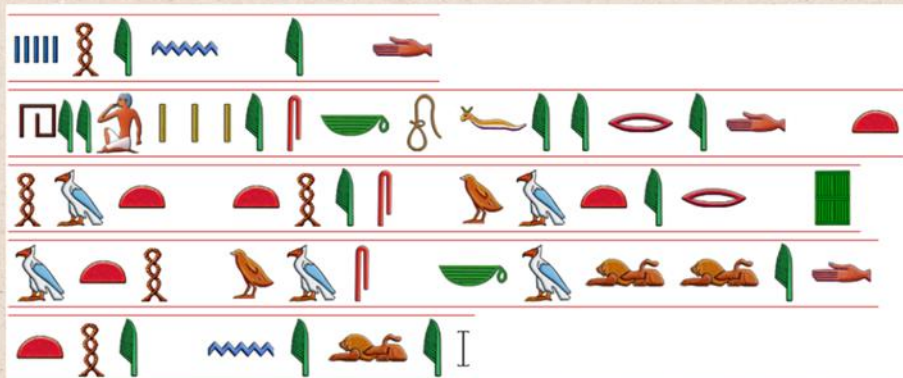
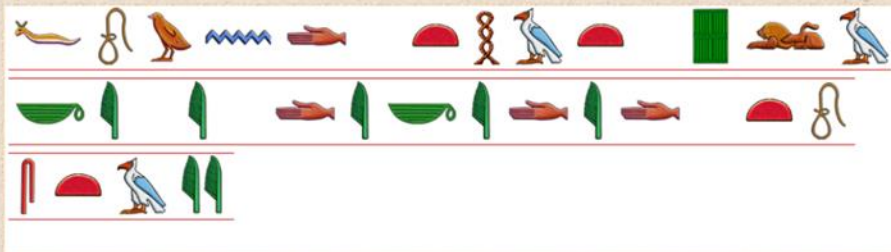


Popular mouse

5.9. Annex IX



When I arrived, my body was asking me to cool off with some water because it was so hot, I felt like my skin was burning. After hours of walking through the deserts, I finally found a wonderful place; it was an immense road of water.

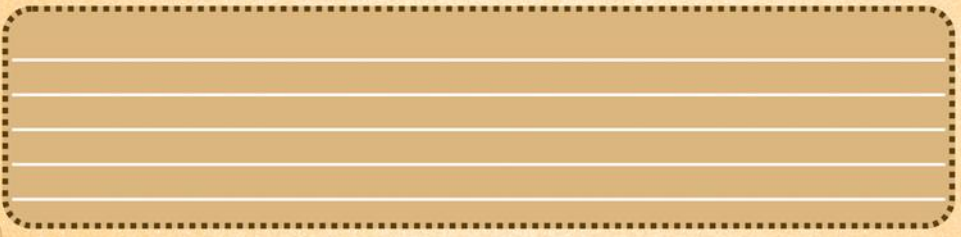


5.10. Annex X

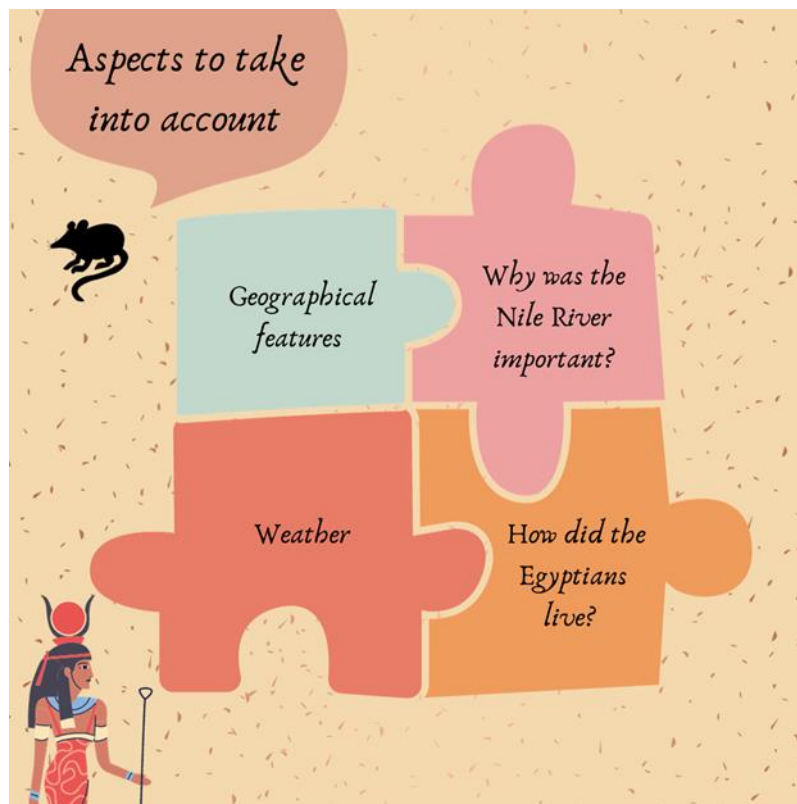
Some help...



Write the message here:



5.11. Annex XI



5.12. Annex XII

Name _____

What have you learned?

☐☐☐

I can identify Egypt on a map

☐☐☐

I can understand the geographical features of Ancient Egypt.

☐☐☐

I can understand the importance of the Nile River.

☐☐☐

I can use specific terms related to the Ancient Egypt.

☐☐☐

I can interact with my classmates in English.

☐☐☐

I can write down short texts in English using the vocabulary that I have learned

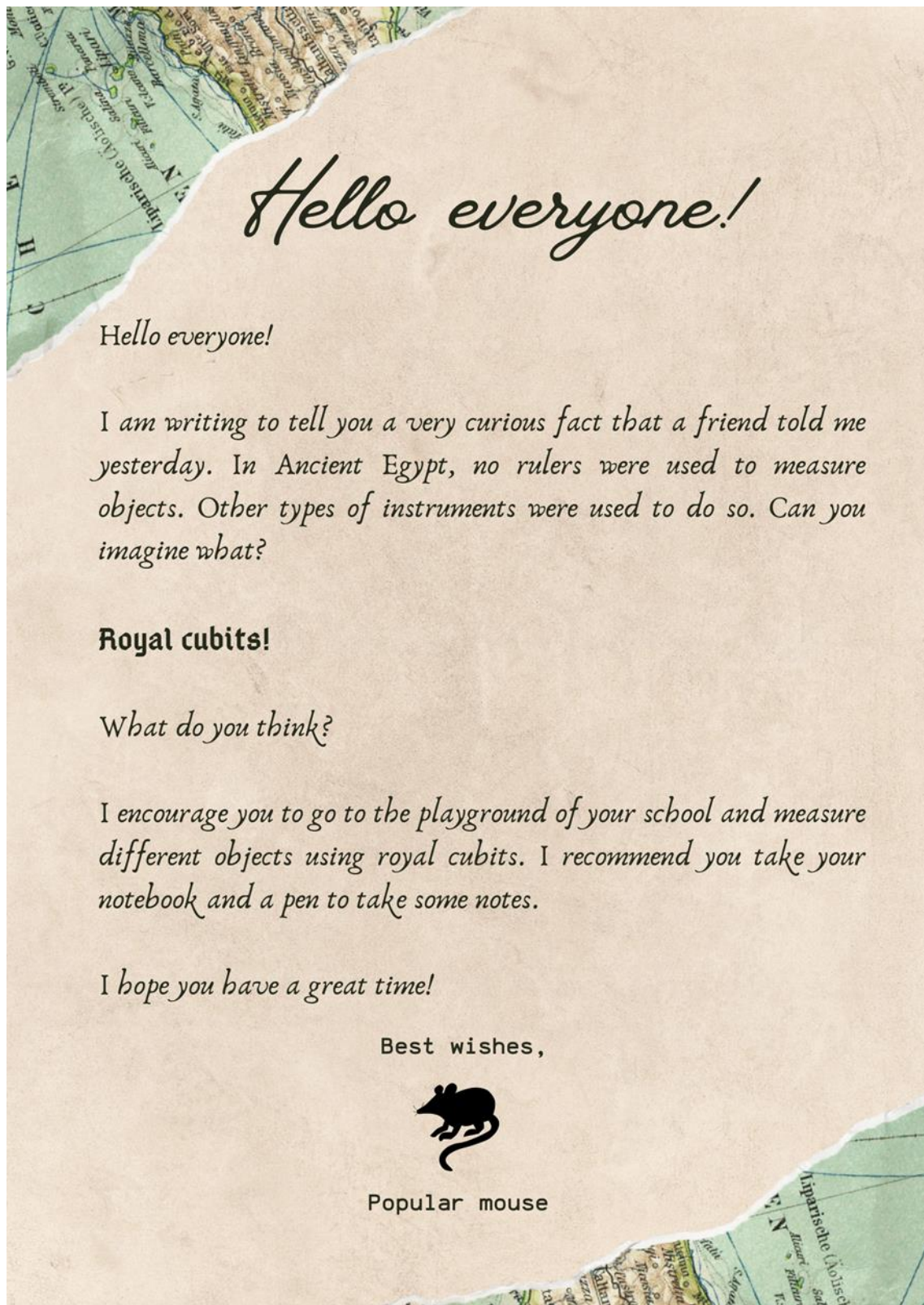
☐☐☐

I can use Simple Past Tenses to describe past events.

What aspect did you enjoy the most about this project?



5.13. Annex XIII



5.14. Annex XIV



The sacred serpent is an important symbol of Egyptian mythology as the ancient Egyptians had a great respect for animals. If this snake measured 7 cubits, and each cubit corresponds to 52 cm, how long is the snake?

Answer: _____



The square base of the Giza Pyramid measured approximately 230 meters each side. If a cubit corresponds to 52 cm, how many cm did the perimeter of the pyramid measure?

Answer: _____



5.15. Annex XV

TWO STARS AND A WISH





- *I enjoyed...*
- *I liked...*
- *I learned...*
- *A thing I did great is...*
- *My favourite part was when...*

- *What I found difficult was...*
- *Something that I need to improve is...*

5.16. Annex XVI

Hello everyone!

This morning, a man with a very strange appearance, has come to my office and told me that...

the Egyptian pyramids were built by
aliens!

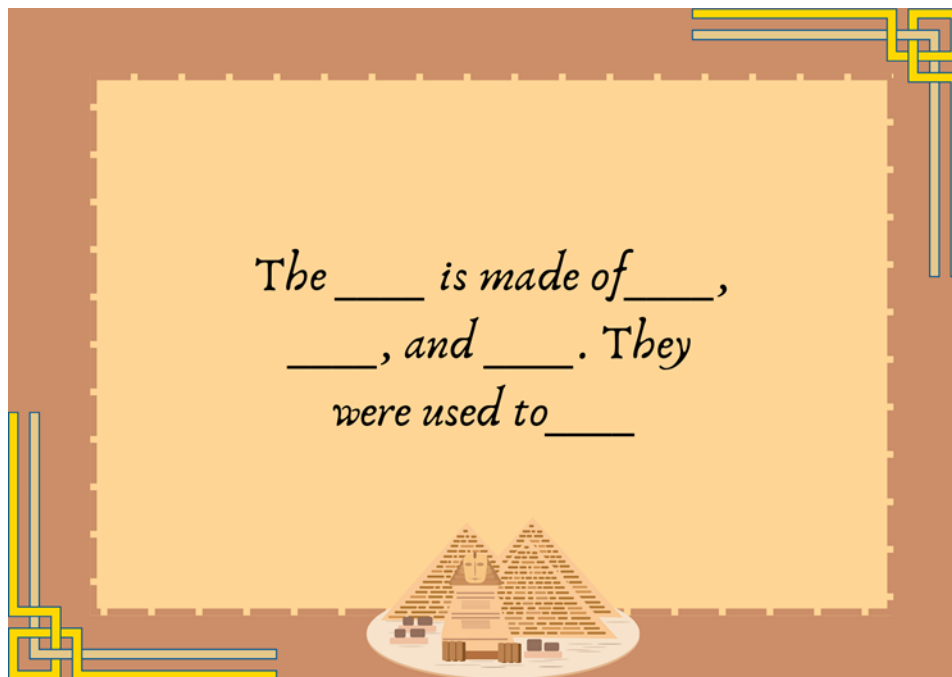
Do you think that this information is true?

Best wishes,



Popular mouse

5.17. Annex XVII



5.18. Annex XVIII

Group ____ Name _____

<i>Assessment criteria</i>	0	1	2
Teamwork skills observed throughout the process (collaboration and communication with their teammates)			
Simple machine explanations are given.			
The different systems are presented.			
Non-verbal communication is given (eye contact, gestures...) in the presentation.			

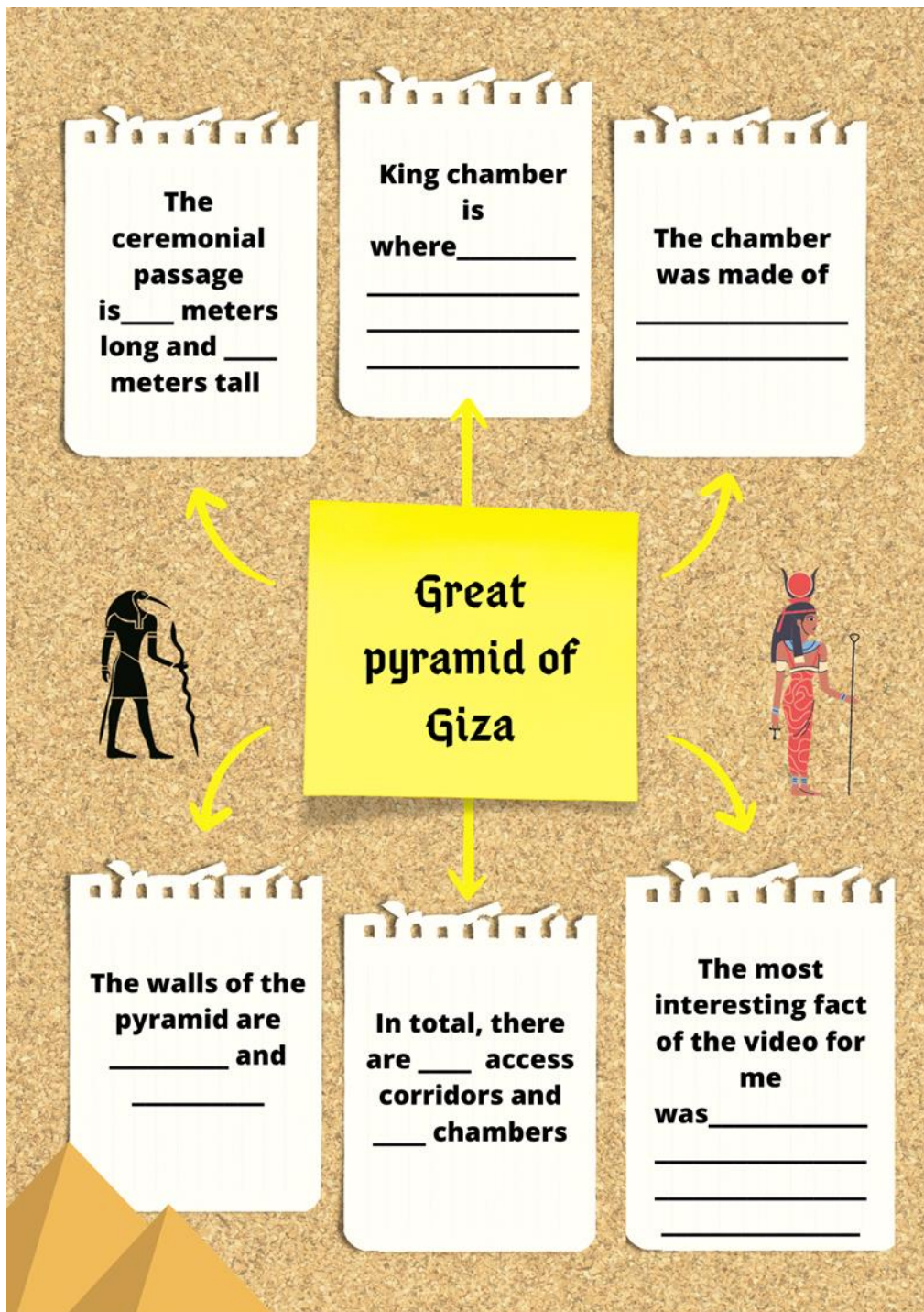
5.19. Annex XIX



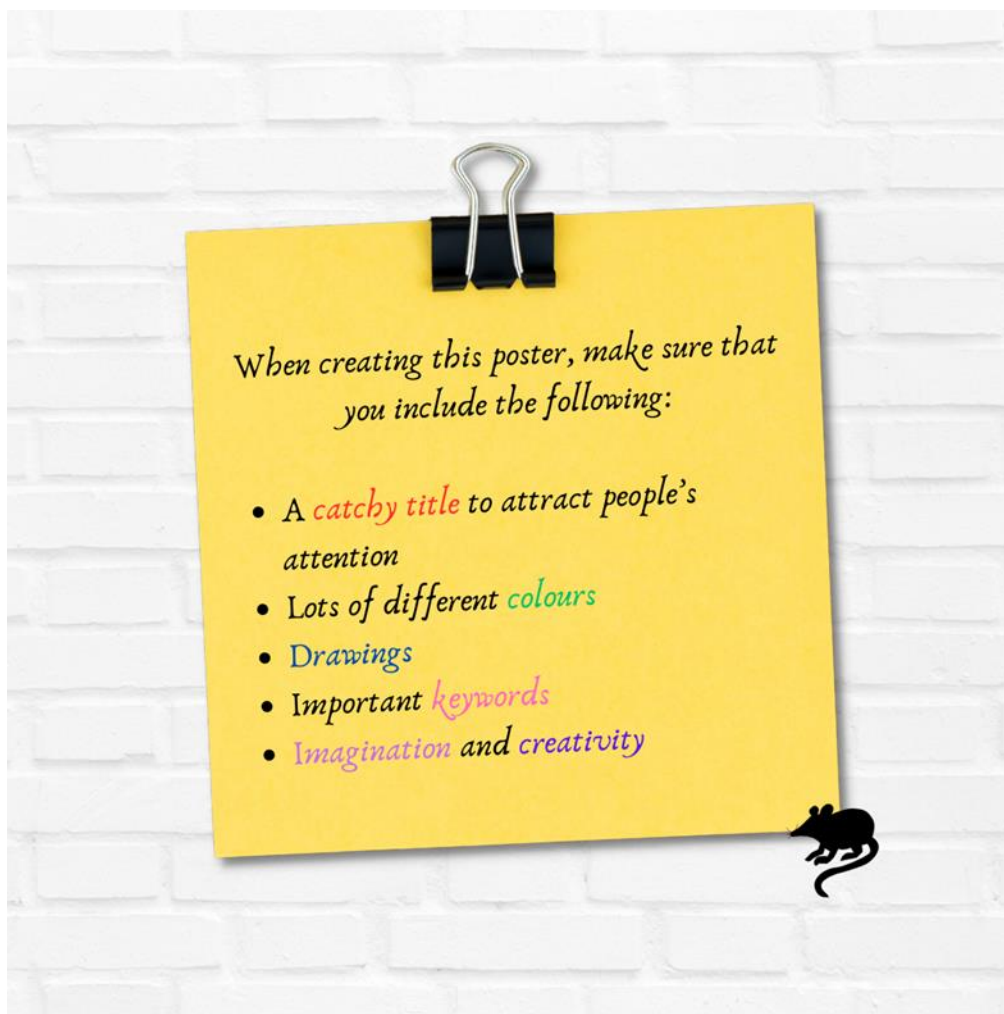
5.20. Annex XX

https://www.youtube.com/watch?v=TMzouTzim0o&ab_channel=BBC

5.21. Annex XXI



5.22. Annex XXII



5.23. Annex XXIII



Source: Lestonnac School, Ferrol. A. Demitroff

5.24. Annex XXIV



ASSESSING OUR POSTER

GROUP _____ NAME _____

WHAT DO YOU THINK ABOUT YOUR POSTER?

Does the <i>tittle</i> catch your attention?	★ ★ ★ ★ ★
Have you used different <i>colours</i> ?	★ ★ ★ ★ ★
Have you included <i>drawings</i> ?	★ ★ ★ ★ ★
Have you used <i>keywrods</i> ?	★ ★ ★ ★ ★
Have you used your <i>imagination</i> and <i>creativity</i> ?	★ ★ ★ ★ ★

ASSESSING MY GROUPMATES

All of my group mates have participated actively	★ ★ ★ ★ ★
There was good communication	★ ★ ★ ★ ★
Members listened to each other with respect	★ ★ ★ ★ ★

Justify your answers

An aspect that I would have improved is...



5.25. Annex XXV



5.26. Annex XXVI



How can I create a riddle?



1

Introduce who you are:

I am  an object
a person

2

What are you made of?

I am made of _____,
_____ and _____

3

What are you used for?

I am used for

4

Finish the riddle with the following
question:
WHO AM I?

5

Write your riddle here



5.28. Annex XXVIII

Hello everyone!

I am super grateful for all the effort you have made during the last few weeks. You have done an outstanding job! As a reward, I would like to create an Egyptian fair for you to show the rest of the school everything you have done.

Keep up the great job!

I hope you enjoy the fair.

See you soon

Best regards,



Popular mouse

5.29. Annex XXIX

https://www.youtube.com/watch?v=iacS9EnsepM&ab_channel=FamilyFriendlyGaming

5.30. Annex XXX



HOW TO WRITE THE INFORMATION FOR THE FAIR

Write down the title:

Present your corner

Start with a captivating opening, giving the details about what your corner is about.

Welcome to our corner...
What if I told you that ...

WELCOME

Explain how you did it

Talk about the steps that you needed to take to create your work and the materials that you used.

Firstly, we ____ Secondly, ____ Finally, ____



Give an interesting fact about the topic of your corner

A fact that we found interesting is...
It really caught my/our attention...



Say goodbye and thank you!





Do not forget to use connectors to link your ideas:

Addition	Examples	Comparison
As well as	For example	Similarly
Furthermore,	For instance	Likewise
In addition,	Such as	In the same way

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