

Extract from the programme for the area of  
Environmental Knowledge for 1ºPrimaria



**EXTRACT FROM THE PROGRAMME FOR THE AREA OF ENVIRONMENTAL  
KNOWLEDGE  
FOR 1ST YEAR OF PRIMARY SCHOOL**

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## 1.- 1.- Sequencing of the assessment criteria of the specific competences and associated knowledge.

### FIRST TERM

LEARNING SITUATION	BASIC KNOWLEDGE
LEARNING SITUATION 1- PASSENGERS ON BOARD!	<p><b>A. Scientific culture</b></p> <p><b>2. Life on our planet</b></p> <p>Healthy habits related to the physical well-being of the human being: hygiene, varied, balanced and sustainable diet, physical exercise, contact with nature, rest and care of the body as a means of preventing possible illnesses.</p>
LEARNING SITUATION 2- AT THE TABLE	<p>Healthy habits related to emotional and social well-being: strategies for identifying one's own emotions and respecting those of others. Sensitivity and acceptance of the diversity present in the classroom and in society. Affective-sexual education.</p>
LEARNING SITUATION 3- IN THE FAMILY	<p><b>C. Societies and territories</b></p> <p><b>3. Civic literacy</b></p> <p>Life in society. Spaces, resources and services in the environment. Forms and modes of social interaction in public spaces from a gender perspective.</p>

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	<p><b>C. Societies and territories</b></p> <p><b>3. Civic literacy</b> Identity and cultural diversity: existence of different realities and approximation to the different ethnocultures present in the environment. Coexistence with others and rejection of discriminatory attitudes. Culture of peace and non-violence.</p> <p><b>3. Civic literacy</b> Life in community. The family. Family diversity. Commitments, co-responsibility, participation and rules in the family, neighbourhood and school environment. Conflict prevention, management and dialogue-based conflict resolution.</p> <p><b>4. Ecosocial awareness.</b> Ecosocial responsibility. Actions for the conservation, improvement and sustainable use of common goods. Sustainable lifestyles. Responsible use of water, safe, healthy and sustainable mobility, waste prevention and management.</p>
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## SECOND TERM

LEARNING SITUATION	BASIC KNOWLEDGE
LEARNING SITUATION 4- WE ARE TRAVEL AGENTS	<p><b>C. Societies and territories</b></p> <p><b>3. Civic literacy</b></p> <p>Occupation and work. Crafts and industry. Identification of the main productive, professional and work activities of women and men in the environment.</p>
LEARNING SITUATION 5- HOW DO YOU TRAVEL?	<p><b>A. Scientific culture</b></p> <p><b>1. Initiation in scientific activity</b></p> <p>Curiosity and initiative in carrying out different types of research.</p> <p>Professions related to science and technology from a gender perspective. Women and men in science and technology.</p>
LEARNING SITUATION 6- WHAT ARE THINGS MADE OF?	<p><b>A. Scientific culture</b></p> <p><b>1. Initiation in scientific activity</b></p> <p>Sustainable lifestyles and the importance of caring for the planet through scientific knowledge present in everyday life (healthy eating, physical activity, safety in means of transport, etc.).</p>

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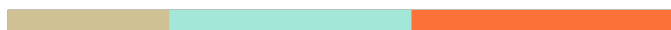
	<p><b>C. Societies and territories</b></p> <p><b>2. Societies in time</b> Analogue and digital resources and media. Oral sources and collective memory. Local history and family biography; women and men as subjects of history.</p> <p><b>C. Societies and territories</b></p> <p><b>1. Challenges of today's world.</b> Challenges of everyday situations. Basic functions of spatial and temporal thinking for interaction with the environment and the resolution of everyday situations. Advantages and disadvantages of the main means of transport in the environment. Itineraries and routes, journeys and trips.</p> <p><b>C. Societies and territories</b></p> <p><b>3. Civic literacy. Road safety.</b> The city as a space for coexistence. Basic rules when travelling as pedestrians or as users of means of transport.</p> <p><b>A. Scientific culture</b></p> <p><b>3. Matter, forces and energy</b> Observable properties of materials, their origin and their use in everyday objects according to the design needs for which they were made. Pure substances and mixtures. Identification of homogeneous and heterogeneous mixtures in the everyday environment. Separation of heterogeneous mixtures by different methods.</p>
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### THIRD TERM

LEARNING SITUATION	BASIC KNOWLEDGE
<p>LEARNING SITUATION 7-<b>CHARMING LANDSCAPES</b></p> <p>LEARNING SITUATION 8- <b>THE ANIMAL KINGDOM: GET TO KNOW IT UP CLOSE!</b></p> <p>LEARNING SITUATION 9-<b>GARDEN OF SPAIN</b></p>	<p><b>A. Scientific culture</b></p> <p><b>2. Life on our planet</b> Basic needs of living beings, including humans, and the difference with inert objects. Classification of living beings according to how they nourish themselves, relate to their environment and reproduce. Sense organs. Relationships between humans, animals and plants. Care and respect for living beings and the environment in which they live, avoiding the degradation of soil, air or water.</p> <p><b>C. Societies and territories</b></p> <p><b>1. Challenges of today's world</b> Earth in the universe. Elements, movements and dynamics related to the Earth and the universe and their consequences on daily life and the environment. Time sequences and seasonal changes.</p> <p><b>2. Societies in time</b> Perception of time. Measurement of time in everyday life. Past and present events in the immediate environment. The life cycle and intergenerational relationships.</p>



## 2.-Methodological and didactic principles

The methodological principles that will guide teaching practice are set out in Royal Decree 157/2022, of 1 March, which establishes the organisation and minimum teaching standards for Primary Education, according to which the area should be approached in an experiential way, giving special relevance to manipulation, especially in the early levels, and progressively promoting the continuous use of digital resources, proposing learning situations to students that encourage reflection, reasoning, the establishment of connections, communication and representation.

In the same way, it is recommended to combine different teaching methodologies that favour motivation to learn, and that also generate curiosity and the need for students to acquire the knowledge, skills and attitudes of the area.

Active methodologies are particularly appropriate in a competence-based approach, as they enable knowledge to be constructed and classroom activity to be made more dynamic through the exchange of ideas. Learning situations facilitate interdisciplinarity and encourage reflection, criticism, the development of hypotheses and research work. With regard to the area of Knowledge of the Natural Environment, the Royal Decree establishes that learning situations must integrate active and specific methodologies that awaken curiosity and motivation to continue learning. These methodologies will be the basis for the development of scientific, historical and geographical thinking, as well as systemic, design or computational thinking. Fostering curiosity through questioning will be the first step in applying scientific enquiry methodologies that incorporate activities based on observation, information seeking, induction, deduction, hypothesis and prediction, experimentation, the creation of explanatory models and the development and communication of conclusions.

## 3.-Transversal Contents. British Values and Protected Characteristics.

BRITISH VALUES	PROTECTED CHARACTERISTICS
Democracy: <ul style="list-style-type: none"><li>• The rule of law</li><li>• Individual Liberty</li><li>• Mutual respect for the tolerance of those with different faiths and beliefs and for those without faith</li></ul>	<ul style="list-style-type: none"><li>• Age</li><li>• Marriage &amp; Civil partnership</li><li>• Religion or belief</li></ul>

## 2023-2024 School Year

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Activities related to the promotion of **British Values**:

- **Democracy.** Carrying out democratic votes during the development of the classes in the area for the taking of different collective decisions.
- **The rule of law.** Classroom corner, in a visible place, displaying: "The rule of law".
- **Individual Liberty.** Encouragement of individual decision making, through the choice of different projects, personal work and in-depth studies to be developed in the area.
- **Mutual respect** for the tolerance of those with different faiths and beliefs and for those without faith. Respect for cultural differences, beliefs and levels of intellectual and motor development that students may present during the development of classes in the area.

Activities related to **Protected Characteristics**:

Age, marriage and civil partnership, religion or belief. Respect for all people and non-discrimination on the basis of age, sex, race, religion or belief will be encouraged in the development of classes in the area. The theme of children's rights will be worked on in depth.

#### 4.- Evaluation

The assessment of the student's learning process will be continuous, global and formative.

#### Evaluation procedures and instruments

Varied, diverse, accessible and accessible assessment instruments adapted to different learning situations will be used to enable objective assessment of all students. Such as: written tests, reading tests, oral tests, challenges, class notebook, daily observation...

In this sense, the area of Natural, Social and Cultural Knowledge of the Environment includes different types of activities (open, closed, competitions, individual, group, digital activities, etc.) and specific assessment instruments (checklists, rubrics, cards, registers, etc.). In short, activities that are key evidence of student learning will be monitored.

#### Qualification criteria

The qualification will be related to the degree of acquisition of the student's Competences, through all the activities carried out. The various assessment procedures to be applied will be as follows:



## 2023-2024 School Year

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PROCEDURES	EVALUATION TOOLS	%
Experimentation - Specific tests	- Written tests - Oral tests	25 %
- Observation	- Checklists - Rubrics	40 %
- Production	- Activities - Rubrics	30 %
- Development of activities related to the Reading Plan		5%
	<b>Calificación total</b>	<b>100%</b>