School Year 2023-2024

Extract from the programme of the area of Knowledge of the Environment 4th year Primary Education



# EXTRACT FROM THE PROGRAMME OF THE ENVIRONMENTAL KNOWLEDGE AREA FOR YEAR 4 GRADE OF PRIMARY EDUCATION

Extract from the programme of the area of Knowledge of the Environment 4th year Primary Education

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

#### **FIRST TERM**

Learning situation	Basic knowledge	
1. Spanish Geography	<ul> <li>The political and territorial organisation of Spain.</li> <li>Organisation and functioning of society. The main institutions and entities of the local, regional and national environment and the public services they provide. Administrative structure of Spain.</li> </ul>	
2. We are meteorologists	<ul> <li>Climate and landscape. Atmospheric phenomena. Collection and recording of meteorological data and their graphic and visual representation. Geographic Information Technologies (GIT). Relationship between climatic zones and landscape diversity. Recognition of climatic and landscape characteristics in the environment.</li> </ul>	

Extract from the programme of the area of Knowledge of the Environment 4th year Primary Education

## SECOND TERM

Learning situation	Basic knowledge
3. Earth and Space	- The Earth and natural disasters. Elements, movements, dynamics that occur in the universe and their relationship with physical phenomena that affect the Earth and have an impact on daily life and the environment.
	- Knowledge of space. Representation of space. Representation of the Earth through the globe, maps and other digital resources. Maps and plans at different scales. Orientation techniques through observation of the elements of the physical environment and other means of spatial location.
4. Ancient Age	<ul> <li>Historical time. Notions of time and chronology. Temporal location of the great historical stages.</li> <li>Initiation in research and working methods for carrying out projects, which analyse facts, issues and topics of current relevance and of the environment with a historical perspective, contextualising them in the corresponding period (Ancient Age: <b>ROME AND GREECE</b>), such as survival and food, housing, commercial exchanges (where money comes from, unpaid work), exploitation of common goods and resources or technical advances.</li> <li>The action of women and men as subjects in history. Interpretation of the role of individuals and different social groups: relationships, conflicts, beliefs and conditioning factors in each historical period.</li> </ul>

Extract from the programme of the area of Knowledge of the Environment 4th year Primary Education

### THIRD TERM

Learning situation	Basic knowledge	
5. Sustainable Development Goals	<ul> <li>Commitments and norms for life in society.</li> <li>Responsible participation within the school community and in school activities.</li> <li>Road safety. The city as a space for coexistence. Traffic rules, signs and road markings. Safe, healthy and sustainable mobility as pedestrians or as users of means of transport.</li> </ul>	
6. I design and program with Lego	<ul> <li>2.Design projects and computational thinking.</li> <li>Phases of design projects: design, prototyping, testing and communication</li> <li>Materials, tools and objects appropriate to the achievement of a design project.</li> <li>Simple cooperative techniques for teamwork (assignment of roles and tasks, self-evaluation, co-evaluation) and strategies for conflict management and promotion of empathetic and inclusive behaviour.</li> <li>Initiation in programming through analogue (unplugged activities) or digital resources (digital platforms for initiation in programming, block programming applications, educational robotics).</li> </ul>	

Extract from the programme of the area of Knowledge of the Environment 4th year Primary Education

#### 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 requirements for Primary Education, according to which the area must be approached in an experiential way, giving special relevance to manipulation, especially in the first levels, and progressively promoting the continuous use of digital resources, proposing learning situations to pupils 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 inclusive mathematics and 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 allow knowledge to be constructed and classroom activity to be energised 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. Extract from the programme of the area of Knowledge of the Environment 4th year Primary Education

#### 3.- Transversal contents. British Values and protected characteristics

- Democracy:

-Carrying out democratic voting during the development of Natural Environment Knowledge for the taking of different collective decisions.

-The rule of law

-Poster in class showing the rule of law

-Individual liberty:

-Encouragement of individual decision making, through the choice of different projects 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 and levels of intellectual and motor development that students may present during the development of environmental knowledge classes.

ACTIVITIES RELATED TO PROTECTED CHARACTERISTICS.

Sex, race, religion or belief, disability, gender reassignment, pregnancy and maternity and disability.

Respect for all people and non-discrimination based on sex, race, religion or beliefs will be encouraged in the development of the Natural Environment classes

The themechildren's rights will be addressed

# 4.- Evaluation4.1. Assessment procedures and instruments

Extract from the programme of the area of Knowledge of the Environment 4th year Primary Education

WRITINGS	ORALS	ACTITUDINAL	
<ul> <li>Various tasks of the pupil carried out in the daily activity of the class.</li> <li>Various student assessment activities (book, photocopiable worksheets, written test).</li> <li>Group work.</li> <li>ICT activities: interactive.</li> <li>Notebook.</li> </ul>	<ul> <li>Individual and collective questions.</li> <li>Dialogue.</li> <li>Oral presentation.</li> <li>Individual oral test.</li> </ul>	<ul> <li>Observation and assessment of the degree of participation of each student and the quality of their interventions.</li> <li>Order, cleanliness, quality.</li> <li>Compliance with standards.</li> <li>Attitude in class.</li> </ul>	

## 4.2. Qualification criteria

PROCEDURE	INSTRUMENTS	PERCENTAG E
Observation Attitudinal Standards	Checklist Headings	30%
Tests	Written test Oral test	20%
Productions	Notebook Class work	55%
	Exhibition of works Works on books read Paper or ICT works	
Percentage of the grade allocated to the	5%	