

Extract from the programme for the area of Environmental Knowledge 6th year of Primary Education.



**EXTRACT FROM THE PROGRAMME OF THE ENVIRONMENTAL KNOWLEDGE AREA
FOR YEAR 6 OF PRIMARY EDUCATION**

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

FIRST TERM

Learning situation	Basic knowledge
<p>1. Geography Spain</p>	<p>B.Technology and digitisation. 1. Digitalisation of the personal learning environment. - Safe and efficient information search strategies on the Internet (assessment, discrimination, selection, organisation and intellectual property). - Strategies for data collection, storage and representation to facilitate data understanding and analysis</p> <p>C.Societies and territories. 1. Challenges of today's world - The natural environment. The geographical diversity of Spain and Europe. Graphic, visual and cartographic representation through analogue and digital media and resources using Geographic Information Technologies (GIT). Plans and maps of the locality. Identification of specific places on the map.</p>
<p>2. I relate (well) in networks</p>	<p>2.Design projects and computational thinking. - Phases of computational thinking (decomposition of a task into simpler parts, recognition of patterns and creation of simple algorithms for problem solving... - Strategies in situations of uncertainty: adapting and changing strategy when necessary, valuing one's own and others' mistakes as a learning opportunity, making decisions when relevant information is unknown, managing emotions in unforeseen situations, etc.</p>

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THIRD TERM

Learning situation	Basic knowledge
<p>5. European Union</p>	<p>3.Civic literacy. - Culture of peace and non-violence. Critical thinking as a tool for the analysis of conflicts of interest. Recognition of the victims of violence.</p> <p>- Spain and Europe. The main institutions of Spain and the European Union, their values and functions. The spheres of action of the European institutions and their impact on the environment.</p>
<p>6. Sustainable Development Goals</p>	<p>C.Societies and territories.</p> <p>1. Challenges of today's world. - Migrations and cultural diversity. The main demographic variables and their graphic representation. Population behaviour and its evolution: the challenge of ageing. Migratory movements and the appreciation of the cultural diversity of the environment. Contrast between urban areas and rural depopulation. - Active citizenship. Foundations and principles for the political organisation and management of the territory in Spain. Social and citizen participation. - Gender equality and non-sexist behaviour. Criticism of stereotypes and roles in different areas: academic, professional, social and cultural. Actions for effective equality between women and men.</p> <p>4. Eco-social awareness. - Sustainable development. Human activity on space and the exploitation of resources. The contribution of traditional cultures to sustainability. Economic activity and the distribution of wealth: social and regional inequality in the world and in Spain. The Sustainable Development Goals. - Urban Agenda. Sustainable urban development. The city as a space for coexistence.</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 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 elaboration and communication of conclusions.

3.- Cross-cutting content. British Values and protected characteristics

- Democracy:

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-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.- Evaluation

4.1. Assessment procedures and instruments

WRITINGS	ORALS	ACTITUDINAL
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<ul style="list-style-type: none"> • Various tasks of the pupil carried out in the daily activity of the class. • Various student assessment activities (book, photocopiable worksheets, written test...). • Group work. • ICT activities: interactive. • Notebook. 	<ul style="list-style-type: none"> • Individual and collective questions. • Dialogue. • Oral presentation. • Individual oral test. 	<ul style="list-style-type: none"> • Observation and assessment of the degree of participation of each student and the quality of their interventions. • Order, cleanliness, quality. • Compliance with standards. • Attitude in class.
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4.2. Qualification criteria

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

