

Social Science Summary

Year 6 PROGRAMME OF STUDY 2018-2019

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Unit 1: The Hydrography of the United Kingdom.

Methodology

This unit studies the hydrography of Britain. The material is covered in the following order:

- consolidate previous knowledge of rivers, their elements and their characteristics.
- analyse characteristics of rivers depending on their drainage basin.
- learn about the island's hydrography and its particular characteristics.
- Project : environmentally conscious, showing how to reduce our ecological footprint on rivers.

Time frame:

September October

Content	Assessment
<ul style="list-style-type: none"> • Hydrography. The river, its elements and characteristics. • The Thames estuary. • The rivers that flow into the North Sea. • The Atlantic Basin: major rivers that flow into the Atlantic Ocean. 	1. Describe rivers, their elements and characteristics.
	2. Identify the characteristics of a river and the factors that determine them.
	3. Name and place in a map major rivers that flow into the North Sea and the Atlantic Ocean.
	4. Use precise vocabulary related to hydrography.

Unit 2 :The Relief of the United Kingdom.

Methodology

This unit broadens the knowledge of the relief of the UK. This unit covers the UK's main geographical features, focusing on the mountainous and coastal landforms.

- An overview of the UK's main geographical features.
- Highest mountains in the UK and the mountain ranges they are in.
- An approach to coastal landforms and the UK coastline.

Time frame: November

Content	Assessment
<ul style="list-style-type: none"> • The British Isles in the world: general characteristics of Britain's terrain. • Different types of environments and specifically a mountain one • The world distribution of major mountain areas • Investigation of how mountain environments are similar and different in nature across a range of places and scales • Coastal landforms and Britain's coastline. 	<ol style="list-style-type: none"> 1. Identify the different geographical features of Britain. 2. Describe the Pennines
	<ol style="list-style-type: none"> 3. Identify and place on a map, the highest mountains in the countries of the UK.
	<ol style="list-style-type: none"> 4. Identify and describe the UK coastline.

Unit 3: The climate of the United Kingdom.

Methodology

This unit broadens the knowledge of the climates of the UK. This unit covers weather and climate, as well as environmental problems.

- A review of weather and climate. We will learn about the factors that influence climate and the elements that can be measured to establish the characteristics of a climate.
- We will offer an approach to global environmental problems: climate change, the ozone layer and the greenhouse effect. We will also learn about other environmental hazards, like pollution and overexploitation of natural resources.
- We will learn how to protect our environment.
- The unit closes with a projects that will help students apply the skills acquired in the unit. It will allow students to apply the acquired knowledge on helping the environment.

Content	Assessment
<ul style="list-style-type: none"> • Weather and climate: factors that influence climate and elements of climate. • Climate, vegetation and fauna in the UK. <ul style="list-style-type: none"> • Global environmental problems. • Protecting our environment. 	<ol style="list-style-type: none"> 1. Describe what climate is and identify the factors that influence climate and the elements that can be measured to establish the characteristics of a climate. 2. Identify the different climates of the UK and learn how they influence vegetation and fauna. 3. Understand the main environmental problems: climate change, the ozone layer, the greenhouse effect, pollution and overexploitation of natural resources.

Unit 4: Europe and its characteristics.

Methodology

This unit broadens the knowledge of Europe. The following structure is followed, as it helps the learning process:

- learn about the location and boundaries of Europe.
- study the topography of Europe, distinguishing between inland Europe and the European coastline.
- learn about the hydrography in Europe, including the main European oceans, seas, rivers and lakes.

The unit closes with two projects that will help students apply the skills acquired in the unit. Project 1 will deepen their knowledge on European mountains. Project 2 deepens their knowledge on the use of maps.

Time frame: February 

Content	Assessment
<ul style="list-style-type: none"> • Europe: location and boundaries. <ul style="list-style-type: none"> • Major European cities • The topography of Europe. • The hydrography in Europe. 	<ol style="list-style-type: none"> 1. Locate Europe in a map and identify its boundaries. <ul style="list-style-type: none"> • Locate major European cities on a map
	<ol style="list-style-type: none"> 1. Identify and describe the topography of Europe: inland European and the European coastline. 2. Identify and describe the hydrography in Europe: Oceans and seas, rivers and lakes.

Unit 5: The organisation of the United Kingdom

Methodology

This unit broadens the knowledge of the UK's organisation.

- We will learn about how the UK is organised: counties, cities, towns, villages.
- We will continue learning about the British government, including the Head of State, the Central Government, the Parliament and the Courts of Law.
- We will finish by learning about demography and the population structure.
- The unit closes with a project that will help students apply the skills acquired in the unit. It will allow students to deepen their knowledge of London.

Time frame: March

Content	Assessment
<ul style="list-style-type: none"> • United Kingdom's regional organisation: counties, cities, towns, villages. • London Boroughs. • The British government and the State's institutions, including the Head of State, the Central government, the Parliament and the Courts of Law. • Population: distribution, demography and population structure. 	1. Distinguish between counties, cities, towns, villages and describe their differences.
	2. Understand and describe the difference between the government and the county councils and their importance in a community.
	3. Define population and demography. Identify and describe the different ways to study population and population structure.

Unit 6: Finance and companies

Methodology

This unit studies finance and companies, including the different economic sectors.

The material will be covered in the following order:

- First, we will study the primary sector, where resources are taken from nature. We will broaden our knowledge of arable farming, livestock farming, fishing and forestry.
- Then, we will study the secondary sector in Britain, focusing on mining, energy sources, crafts and industrial activities.
- We will continue by studying the tertiary sector in England, the most important sector in the economy: trade, transport and tourism.

Time frame:

April May

Content	Assessment
<ul style="list-style-type: none"> • The different economic sectors: primary, secondary and tertiary. • Money and savings. • Consumption and advertising. • Ethical consumption. • Companies and business ownership. 	<ol style="list-style-type: none"> 1. Identify and describe the different economic sectors and the industries that we can find in each. 2. Identify and explain different concepts associated with money and savings. 3. Define consumption and advertising and understand the relationship between them. 4. Understand the concept of ethical consumption and apply it to daily life.

Unit 7: Britain in the 19th century.

Methodology

In this unit we will study Britain in the 19th century. The following structure is followed, as it helps the learning process:

- We will analyse the main economic and social transformations in the 19th century.
- We will finish by offering our students an analysis of the art and culture in the 19th century, including the main cultural movements of the period and the importance of education and heritage.
- The unit closes with a project that will help students apply the skills acquired in the unit and deepen their knowledge on the role of women in the history of Britain.

June Time frame

Content	Assessment
<ul style="list-style-type: none"> • Britain in the 19th century. <ul style="list-style-type: none"> • Reign of Queen Victoria • Economic and social transformations in the 19th century. <ul style="list-style-type: none"> • Rich and poor • Children at school • Children at work • Art and culture in the 19th century. 	<ol style="list-style-type: none"> 1. Describe the main political periods in Britain in the 19th century. 2. Analyse the main social and economic transformations that took place in this century. 3. Identify the most important artistic and cultural movements, and the educational advantages.



CONSEJERÍA DE EDUCACIÓN
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Assessment criteria:

Attitude and observaton: 20%

Classwork and presentation:20%

Class tests:60%