

Sociales

Year 6 PROGRAMME OF STUDY 2020-21

Assessment:

- End of term topic tests
- Weekly quiz on topic
- Lesson plenary to ascertain if pupils are grasping concepts
- Oral communication with regards to topics
 - Vocabulary understood
 - Understanding of unusual concepts
 - Diagram and or map reading skills
 - Discuss the topics, scientific / historical terms and similarities with other topics

Unit 1: The Hydrography of the United Kingdom and around the world. (bodies of water-rivers, waterfalls,lakes)

1. Description

This unit studies hydrography. 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.

2. UNIT CONTENT – EVALUATION CRITERIA – LEARNING STANDARDS – KEY COMPETENCIES

Content	Evaluation criteria	Learning standards
<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.	1.1. Defines <i>river</i> and explains the main elements of rivers.
	2. Identify the characteristics of a river and the factors that determine them.	2.1. Able to identify and explain 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.	3.1. Names and places in a map the major rivers that flow into the North Sea and Atlantic Ocean
	4. Use precise vocabulary related to hydrography.	4. Uses with precision acquired vocabulary related to hydrography.

3. KEY COMPETENCIES: DESCRIPTORS AND PERFORMANCE

Competency	Descriptors	Performance
<i>Linguistic competency.</i>	Understanding written texts.	Has read texts, tasks and activities in the unit.
<i>Mathematical competency and basic competencies in Science and Technology.</i>	Apply problem solving strategies to any problematic situation.	Can solve simple mathematical problems related to river length.
<i>Digital competency.</i>	Use of digital tools to enhance understanding.	Uses ICT to research the information necessary to solve tasks and research projects.
<i>Learning to learn.</i>	Apply strategies that favour learning in different learning contexts.	Is able to apply the knowledge related to the rivers in his/her community.
<i>Social and Civic competencies.</i>	Get involved or promote actions with a social purpose.	Is committed to take the steps necessary to protect rivers.
	<i>Values education:</i> Learn to behave according to the understanding of different values.	Manages resources and personal motivation in favour of learning and shows interest in active participation in established participatory environments.
<i>Initiative and entrepreneurship.</i>	Be consistent in work and facing difficulties.	Assumes his/her mistakes in the development of tasks.

Unit 2 :The landforms of the United Kingdom and around the world (mountains and coastline)

1. Description:

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

- An overview of the main geographical features.
- Highest mountains in the UK and the mountain ranges they are in.
- An approach to coastal landforms and the coastline.
- The unit closes with two projects that will help students apply the skills acquired in the unit. Project 1 deals with coasts and will allow pupils know the importance of being environmentally friendly. Project 2 deepens their knowledge of the UK's main geographical features.

2. UNIT CONTENT - EVALUATION CRITERIA - LEARNING STANDARDS – KEY COMPETENCIES

Content	Evaluation criteria	Learning standards
<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. 	1. Identify the different geographical features of Britain.	1.1. Able to identify and describe Britain's main geographical features.
	2. Describe the Pennines and other significant mountains in the world.	2.1. Describes the Pennines and is able to identify other significant mountains in the UK and in other countries
	3. Identify and place on a map, the highest mountains in the countries of the UK.	3.1. Describes and is able to identify on a map, the highest mountains in the countries of the UK.
	5. Identify and describe the UK coastline.	5.1. Describes and is able to identify different sections of the coast of the UK .

3. KEY COMPETENCIES: DESCRIPTORS AND PERFORMANCE

Competency	Descriptors	Performance
<i>Linguistic competency.</i>	Understanding written texts.	Has read parts of Ranulph Fiennes autobiography.
	Orally communicate, in a clear and organised manner, any type of information.	Explains content related to the Pennines and the coast of Britain in an organised manner.
	Use of different forms of non-verbal communication or different registers in different communicative situations.	Uses linguistic codes to explain mountain ranges and coastline features adapting the content to different communicative interactions.
<i>Mathematical competency and basic competencies in Science and Technology.</i>	Use different sources to search for information.	Finds relevant information to complete the proposed activities and researches the necessary information for Project 1.
	Apply rigorous scientific methods to improve comprehension of the surrounding world.	Interprets and uses maps to locate various mountain ranges.

<i>Digital competency.</i>	Use different sources to search for information.	Finds relevant information to complete the proposed activities.
	Use digital tools to enhance understanding.	Uses computer and internet to search for information and other learning resources and to search for information to complete Project 1.
<i>Learning to learn.</i>	Plan the necessary resources and steps to complete the learning process.	Follows the right steps to solve everyday problems and to organise all the steps necessary to complete Project 2.
	<i>Multiple intelligences:</i> develop the different multiple intelligences.	Improves creativity and scientific knowledge by completing Project 2, improves environmental knowledge.
<i>Social and Civic competencies.</i>	Get involved or promote actions with a social purpose.	Participates in designing a plan to keep beaches clean as part of Project 1.
	<i>Values education:</i> learn to behave according to the understanding of different values.	Shows interest in active participation in established participatory environments.
<i>Initiative and entrepreneurship.</i>	Be consistent in work and facing difficulties.	Assumes his/her mistakes in the development of tasks and develops strategies to improve the learning process.
	Act ethically and socially responsible.	Gets actively involved in group work and recognises the value of different opinions and ideas.
<i>Cultural awareness.</i>	Appreciate the cultural values of natural heritage and the evolution of scientific thought.	Appreciates the natural heritage of Britain.

Unit 3: The climates of the world

1. Description

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 learn about the different climates of Spain and how they influence vegetation and fauna.
- 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 two projects that will help students apply the skills acquired in the unit. Project 1 will allow students to apply the acquired knowledge on helping the environment. Project 2 deepens their knowledge of the different Spanish climates.

2. UNIT CONTENT - EVALUATION CRITERIA - LEARNING STANDARDS - KEY COMPETENCIES

Content	Evaluation criteria	Learning standards
<ul style="list-style-type: none"> • Weather and climate: factors that influence climate and elements of climate. • Climate, vegetation and fauna in the UK. Global environmental problems. • Protecting our environment. 	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.	1.1. Knows what climate is and identifies the factors that influence climate.
		1.2. Describes and differentiates the elements that can be measured to establish the characteristics of a climate.
	2. Identify the different climates and learn how they influence vegetation and fauna.	2.1. Identifies the different climates
		2.2. Knows how the different climates of the UK and 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.	3.1. Describes climate change and understands how it influences nature.
		3.2. Describes the ozone layer and understands why it is an environmental problem.
		3.3. Describes the greenhouse effect and understands how it influences nature.
		3.4. Learns and understands the process of pollution, the different types of pollution and the problem of overexploitation of natural resources.
	4. Learn how to protect the environment from their homes.	4.1. Learns how to protect the environment reducing, reusing and recycling.

3. KEY COMPETENCIES: DESCRIPTORS AND PERFORMANCE

Competency	Descriptors	Performance
	Orally communicate, in a clear and organised manner, any type of information.	Explains to classmates how climate instruments work.
	Composes written texts adapted to different daily situations or subjects.	Finishes the proposed tasks and activities.
<i>Mathematical competency and basic competencies in Science and Technology.</i>	Interact with the environment in a respectful manner.	Understands the importance of being environmentally friendly and develops an interest to protect the environment.
	Identify and manipulate mathematical elements with precision (numbers dates, geometric elements) in daily situations	Uses precise mathematical language, data and percentages.
<i>Digital competency.</i>	Use different sources to search for information.	Finds relevant information to complete the proposed activities.
	Use of digital tools to enhance understanding.	Uses internet and other learning resources to search for information.
<i>Learning to learn.</i>	Plan the necessary resources and steps to complete the learning process.	Follows the proper steps to solve everyday problems and to organise any given information.
<i>Social and Civic competencies.</i>	Know and apply rights and duties of citizenship within the context of school.	Promotes cooperation among classmates during group activities.
	<i>Values education:</i> develop the ability to converse with others in working, communal, or problem solving situations.	Solves conflicts and problem solving situations using dialogue and respecting established rules.
<i>Initiative and entrepreneurship.</i>	Be consistent in work and facing difficulties.	Assumes his/her mistakes in the development of tasks.
	Act ethically and socially responsible.	Gets actively involved in group work.
<i>Cultural awareness.</i>	Place value on interculturalism as a source of personal and cultural wealth.	Knows the need for establishing respectful relations with people from different cultures.
	Create projects and presentations, paying special attention to the aesthetic outcome.	Completes given tasks neatly. Completes Projects 1 and 2 paying special attention to the aesthetic outcome.

Unit 4: Europe and the rest world: location its characteristics. (flags,maps-location of countries, bodies of water, mountains)

1. Description

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

- First, we will learn about the location and boundaries of Europe.
- Then, we will study the topography of Europe, distinguishing between inland Europe and the world.
- We will finish by learning 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.

2. UNIT CONTENT - EVALUATION CRITERIA - LEARNING STANDARDS - KEY COMPETENCIES

Content	Evaluation criteria	Learning standards
<ul style="list-style-type: none"> • Europe: location and boundaries. • The topography of Europe. • The hydrography in Europe. 	1. Locate Europe in a map and identify its boundaries.	1.1. Locates Europe in a map.
		1.2. Identifies the European continent's boundaries.
	2. Identify and describe the topography of Europe: inland European and the European coastline.	2.1. Identifies and describes the main characteristics of inland Europe, including plains, massifs and mountains.
		2.2. Identifies and describes the main characteristics of the European coastline, including peninsulas, gulfs, capes, fjords, rías and islands.
	3. Identify and describe the hydrography: Oceans and seas, rivers and lakes.	3.1. Identifies and describes the main oceans and seas that surround Europe.
		3.2. Identifies and describes the main European rivers and their drainage basins.

KEY COMPETENCIES: DESCRIPTORS AND PERFORMANCE

Competency	Descriptors	Performance
<i>Linguistic competency.</i>	Understanding written texts.	Understands activities and tasks without any help.
	Orally communicate, in a clear and organised manner, any type	Orally communicates, in a clear and organised manner, information

	of information.	related to Europe and its characteristics.
	Capture the sense of oral expressions: orders, explanations, indications...	Understands the information the teacher and other students give and uses understanding of language to look up information and participate in debates on the topics covered in the unit.
<i>Mathematical competency and basic competencies in Science and Technology.</i>	Interact with the environment in a respectful manner.	Develops an interest to protect the environment.
	Identify and manipulate mathematical elements with precision (numbers, dates, geometric elements) in daily situations.	Uses numeric data, charts and graphs to design and interpret data related to the topography of Europe.
<i>Digital competency.</i>	Use different sources to search for information.	Finds relevant information in to complete the proposed activities.
	Understand messages that come from different communication media.	Interprets correctly information taken from internet.
<i>Learning to learn.</i>	Plan the necessary resources and steps to complete the learning process.	Follows the proper steps to solve everyday problems and to organise any given information, including the steps necessary to complete Projects 1 and 2.
	<i>Multiple intelligences:</i> develop the different multiple intelligences.	Develops visual-spatial intelligence by placing topographic elements in maps. Represents ideas and concepts using simple charts or graphics.
<i>Social and Civic competencies.</i>	Get involved or promote actions with a social purpose.	Values the need to take action to protect the natural environment of Europe.
	<i>Values education:</i> Learn to behave according to the understanding of different values.	Manages resources and personal motivation in favour of learning and shows interest in active participation in established participatory environments.
<i>Initiative and entrepreneurship.</i>	Be consistent in work and facing difficulties.	Assumes his/her mistakes in the development of tasks.
	Act ethically and socially responsible.	Gets actively involved in group work.
<i>Cultural awareness.</i>	Appreciate the cultural values of natural heritage and the evolution of scientific thought.	Values and respects the environmental heritage.

Unit 5: The organisation of the United Kingdom

1. Description

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

- We will learn about how the UK is organised: counties, cities, towns
- 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.

2. UNIT CONTENT - EVALUATION CRITERIA - LEARNING STANDARDS - KEY COMPETENCIES

Content	Evaluation criteria	Learning standards
<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.	1.1. Distinguishes 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.	2.1. Understands and describes the difference between the government and the county councils and their importance in a community.
		2.2. Identifies and describes the different institutions in a community, including Parliament, the government council and the High Court of Justice.
		3.2. Identifies the Head of State and her main function.
		3.3. Describes the Central Government and knows its structure.
		3.4. Describes the main functions of Parliament and its importance.
	3.5. Describes the main functions of the Courts of Law and their importance.	
	4. Define population and demography. Identify and describe the different ways to study population and population structure.	4.1. Defines population and demography and identifies how the population is distributed.
4.2. Identifies and describes how population can be studied, distinguishing between natural growth and migration.		

		4.3. Identifies and defines population structure by sex and age and by economic activity.
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3. KEY COMPETENCIES: DESCRIPTORS AND PERFORMANCE

Competency	Descriptors	Performance
<i>Linguistic competency.</i>	Use understanding of language to look up information and read texts in any situation.	Uses different sources to broaden vocabulary.
<i>Mathematical competency and basic competencies in Science and Technology.</i>	Apply mathematical understanding to resolve problems in a real life context and in any course.	Applies mathematical understanding to resolve problems in a real life context.
<i>Digital competency.</i>	Use of digital tools to enhance understanding.	Completes interactive activities related to the unit and uses digital resources for research.
<i>Learning to learn.</i>	Manage resources and personal motivation in favour of learning.	Has the ability to plan and follow the steps necessary to complete Projects 1, 2 and 3.
	<i>Multiple intelligences:</i> develop the different multiple intelligences.	Music: Anthems. Improves socio-political knowledge by completing Project 2.
<i>Social and Civic competencies.</i>	Show interest in active participation in established participatory environments.	Is highly motivated to participate in debates and group tasks, respecting other students' ideas and values.
	<i>Values education:</i> Learn to behave according to the understanding of different values.	Takes part in dialogues and debates on the need to respect different forms of government.
<i>Cultural awareness.</i>	Create projects and presentations, paying special attention to the aesthetic outcome.	Creates projects and presentations paying special attention to the aesthetic outcome, including the creation of coat of arms for Project 3.

Unit 6: Britain in the 19th century.

1. Description

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 choice of projects that will help students apply the skills acquired in the unit. Project 1 will deepen their knowledge on the role of women in the history of Britain.

Time frame:

2. UNIT CONTENT - EVALUATION CRITERIA - LEARNING STANDARDS - KEY COMPETENCIES

<ul style="list-style-type: none"> • Britain in the 19th century. <ul style="list-style-type: none"> • Queen Victoria • Economic and social transformations in the 19th century. • Art and culture in the 19th century. 	1. Describe the main political periods in Britain in the 19 th century.	1.1. Describes the main political periods in the 19 th century.		
		1.4. Explains the importance of the reign of Queen Victoria.		
		1.6. Describes the restoration period and its main democratic consequences.		
	2. Analyse the main social and economic transformations that took place in this century.	2.1. Analyses and explains the main social and economic transformations in Britain in the 19 th century.		
		3. Identify the most important artistic and cultural movements, and the educational advantages.	3.1. Identifies and explains the main characteristics of the different cultural movements in the 19 th century: Romanticism, Realism.	
			3.2. Learns about the main trends in architecture and the relevance of painting including JMW Turner and William Morris and their importance in the 19 th century.	
	3.3. Describes the most important educational advances in the 19 th century.			

3. KEY COMPETENCIES: DESCRIPTORS AND PERFORMANCE

Competency	Descriptors	Performance
<i>Linguistic competency.</i>	Understanding written texts.	Understands activities and tasks without any help.

<i>Mathematical competency and basic competencies in Science and Technology.</i>	Use of precise mathematical language in any given context.	Applies mathematical understanding to resolve problems in a real life context.
<i>Digital competency.</i>	Use of digital tools to enhance understanding.	Uses internet and other learning resources to search for information.
<i>Learning to learn.</i>	Develop strategies that favour the rigorous comprehension of topics.	Internalises the information learned about Britain in the 19 th century.
	<i>Multiple intelligences:</i> develop the different multiple intelligences.	Has the ability to plan and develop the tasks necessary to complete projects.
<i>Social and Civic competencies.</i>	Show interest in active participation in established participatory environments.	Shows interest in active participation in the accomplishment of final tasks and other activities.
	<i>Values education:</i> Learn to behave according to the understanding of different values.	Manages resources and personal motivation in favour of learning and shows interest in active participation in established participatory environments.
<i>Initiative and entrepreneurship.</i>	Be consistent in work and facing difficulties.	Assumes his/her mistakes in the development of tasks.
<i>Cultural awareness.</i>	Create projects and presentations, paying special attention to the aesthetic outcome.	Completes given tasks neatly, including the activity of Arts and Crafts.