

EXTRACT FROM THE DIDACTIC PROGRAMMING OF SOCIAL STUDIES FOR YEAR 3 OF PRIMARY SCHOOL

1. CONTENT TIMING AND SEQUENCING

FIRST TERM September- December 2019	SECOND TERM January- March 2020	THIRD TERM April- July 2020
<p>The Earth in the Solar System. The Earth: general characteristics. Movements and their consequences. The layers of the Earth: basic characteristics. The Moon and its phases. Orientation in space: the cardinal points. The compass and GPS. Earth globes and planispheres. Identification of poles, axis and hemispheres. Cartography, plans and maps. Elements and types of maps. Air and its composition. The atmosphere. Atmospheric phenomena. Precipitations and their types. Atmospheric pollution. Water and its states. The water cycle. Water distribution on the planet. Surface water and groundwater. Water resources and their use: Responsible consumption and pollution problems.</p>	<p>Landscape. Elements that form a landscape. Types of landscapes. Characteristics and differences. Human intervention in the landscape. Respect, defence and improvement of the landscape. The family. Family structures. The educational community. The norms of coexistence and responsibility in its fulfilment. The local community and its types: villages and cities. Neighbourhoods and types of neighbourhoods. The Municipality. The organization of the town: the town hall and local services. Citizen norms. The rules of coexistence. Popular cultural events. Road education.</p>	<p>Production activities: Natural resources, raw materials. Processed products. Crafts and industry. Forms of production. The service sector. Basic temporal concepts. Past, present and future. Units to measure historical time and its equivalences. The ages of history. Sources of history and its classification. Changes in a locality throughout history. Our heritage.</p>
<p>Introduction to scientific knowledge and its application in the Social Sciences. Collection of information on the subject to be dealt with, using different sources (direct and indirect). Use of Information and Communication Technologies to search for and select information and present conclusions. Development of strategies to organize, memorize and recover the information obtained through different methods and sources. Use and reading of different textual and graphic languages. Intellectual work techniques. Strategies to develop the responsibility, the capacity of effort and the constancy in the study. Promotion of animation techniques for the reading of social science texts (social, geographical and historical). Use of strategies to strengthen the cohesion of the group and cooperative work. Correct use of different materials. Planning and management of projects in order to achieve objectives. Entrepreneurial initiative. Strategies for conflict resolution, use of the rules of coexistence and assessment of peaceful and tolerant coexistence.</p>		

BRITISH VALUES	PROTECTED CHARACTERISTICS	
<ul style="list-style-type: none"> • Democracy: • The rule of law • Individual Liberty • Mutual respect for the tolerance of those with different faiths and beliefs and for those without faith 	<ul style="list-style-type: none"> • Sex • Race • Religion or belief • Disability • Gender reassignment • Pregnancy and maternity • Disability 	

2. METHODOLOGY

The proposed methodology promotes the construction of significant learning starting from the initial motivation and the evocation of previous knowledge; contextualization, application of learning in diverse activities: reasoning, multiple intelligence work, projects, cooperative group, reinforcement, deepening, sequences by levels of difficulty...

We will mainly work with the methodology based on cooperative learning, following the Program "CA/AC to teach team learning" of the University of Vic. During the first weeks of the course various dynamics of knowledge of the students will be carried out, which will serve both the teacher and the students to get to know each other better. After these dynamics, the first cooperative groups will begin to be formed, in which dynamics will also be carried out that favour the interrelation and knowledge of the members of the group, with the objective of cohesion with a view to subsequent cooperative work (Scope A). Once the stable teams have been formed, it will be time to work with the different cooperative structures, which will be gradually introduced into the classroom for assimilation by the students (pencils to the centre, rotating folio, 1-2-4, shared reading...). With them, the students will work as a team to carry out the different tasks (Scope B). Finally, teamwork will be taught as content (Scope C), in which students acquire team consciousness, learn to self-regulate and evaluate their own teamwork.

In addition, research work and oral presentations will be encouraged with the aim of developing basic skills in our students and contributing to the objectives of both the reading plan and the ICT plan. In addition, reflection will be promoted on the processes followed in the different tasks with the aim of developing the competence of learning to learn in our students.

Given the cultural component of this area, we will also work on cultural aspects and civic values and respect between different people, respect for different points of view and acceptance of the ways of thinking of peers, within a framework of respect for the so-called "British values".

3. ASSESSMENT

3.1 Evaluation procedures and instruments.

Within each procedure we will find the following evaluation instruments.

WRITTEN	ORAL	ATTITUDINAL
<ul style="list-style-type: none"> - Various tasks of the student carried out in the daily activity of the class. - Diverse activities of evaluation of the pupil (photocopiable cards, written test...). - Group work. - ICT activities: interactive. - Notebook. - Specific tests 	<ul style="list-style-type: none"> - Individual and collective questions. - Oral presentation. - Classroom Interventions - Debates - Oral Presentations 	<ul style="list-style-type: none"> - Observation and assessment of the degree of participation of each pupil and the quality of their interventions. - Order, cleanliness, quality.

3.2 Grading criteria.

The final result of each procedure will be adapted to the following percentage-based grading criterion.

EVALUATION INSTRUMENTS	PERCENTAGE IN RATING
Oral and written tests. <ul style="list-style-type: none"> - Exams - Oral presentations - Laboratory Reports - Objective tests 	50 %
Class work. <ul style="list-style-type: none"> - Cooperative work - Individual works - ICT Tasks 	30 %
Individual student notebook.	20 %
Overall Rating	100%