

KONTENUT – LIVELL 6 – Is-Sitt Sena			
Materjal Obbligatorju: Dawn il-blokki għandhom isiru minn kulhadd bejn il-bidu u l-aħħar tas-sena.	BLOKK Ċ6.1 (ĊIVIKA) (Ngħixu Flimkien) Ċ6.1.1*, Ċ6.1.2, Ċ6.1.3, Ċ6.1.4, Ċ6.1.5.	BLOKK Ġ6.1 (ĠEOGRAFIJA) (Madwar il-Baħar Mediterran) Ġ6.1.1, Ġ6.1.2, Ġ6.1.3, Ġ6.14, Ġ6.1.5*.	BLOKK S6.1 (STORJA) (Qabel il-Kitba) S6.1.1, S6.1.2, S6.1.3*, S6.1.4, S6.1.5.
Materjal Selettiv: Dawn l-għażliet isiru matul is-sena. Agħzel blokk wieħed minn: Ċ6.2 JEW Ċ6.3	ĊIVIKA:		
	BLOKK Ċ6.2 (Ngħinu lil Xulxin) Ċ6.2.1, Ċ6.2.2, Ċ6.2.3*, Ċ6.2.4, Ċ6.2.5.	BLOKK Ċ6.3 (Immorru Nixtru) Ċ6.3.1*, Ċ6.3.2, Ċ6.3.3, Ċ6.3.4, Ċ6.3.5.	
Agħzel blokk wieħed minn: Ġ6.2 JEW Ġ6.3	ĠEOGRAFIJA:		
	BLOKK Ġ6.2 (Il-Ġeografija mill-Aħbarijiet) Ġ6.2.1, Ġ6.2.2, Ġ6.2.3, Ġ6.2.4*, Ġ6.2.5.	BLOKK Ġ6.3 (Nimmaniġġjaw l-Iskart) Ġ6.3.1, Ġ6.3.2, Ġ6.3.3, Ġ6.3.4*, Ġ6.3.5.	
Agħzel Blokk wieħed minn: S6.2 JEW S6.3 JEW S6.4	STORJA:		
	BLOKK S6.2 (Meta Missirijietna Ġew Attakkati 1 – L-Assedju l-Kbir) S6.2.1, S6.2.2, S6.2.3*, S6.2.4, S6.2.5.	BLOKK S6.3 (Meta Missirijietna Ġew Attakkati 2 – It-Tieni Gwerra) S6.3.1, S6.3.2, S6.3.3*, S6.3.4, S6.3.5.	BLOKK S6.4 (Belt Kapitali Ġdida għal Malta) S6.4.1, S6.4.2, S6.4.3, S6.4.4, S6.4.5*.

* BLO: Broad Learning Outcomes / Kisbiet Ewlenin mit-Tagħlim tas-Suġġett.

TAĦRIĠ PRATTIKU – LIVELL 6 – Is-Sitt Sena

TAĦRIĠ PRATTIKU A:

FIELDWORK A

Dan il-fieldwork huwa obligatorju

ŻJARA FIL-BELT VALLETTA

L-istudenti jagħmlu taħriġ prattiku (*fieldwork*) madwar il-belt Valletta, u jirrekordjaw l-osservazzjonijiet tagħhom. Il-*fieldwork directives* jiġu pprovduti mill-Educational Assessment Unit (EAU).

TAĦRIĠ PRATTIKU B:

Għażel bejn:

FIELDWORK B jew PROĠETT

FIELDWORK JEW PROĠETT.

L-għalliema u l-istudenti jagħżlu li jaħdmu fuq eżercizzju wieħed minn dawn:

- (jew) *fieldwork* dwar **ŻJARA F'SIT PREISTORIKU** (Hagar Qim jew it-Tempji ta' Ħal Tarxien jew il-Ġgantija).
- (jew) proġett wieħed magħżul minn lista – għal-lista tal-proġetti idhol fis-sit tas-sugġett: <http://primarysocialstudies.skola.edu.mt/>

RIZORSI :

L-izvilupp tas-Sillabu, *handouts* bil-Malti u l-Ingliż, *fieldwork directives* u rizersi oħrajn jinstabu;

- Fuq is-sit tas-sugġett: <http://primarysocialstudies.skola.edu.mt/>
- Fuq il-paġna ta' Facebook: Studji Soċjali Primarja

KONTENUT – LIVELL 6 – is-Sitt Sena

Materjal Obbligatorju:

Dawn it-tlett blokki li ġejjin **Ċ6.1, Ġ6.1 u S6.1** għandhom isiru minn **kulhadd** bejn il-bidu u l-aħħar tas-sena.
(L-estensjoni f'kull blokk **mhux** obbligatorja)

ĊIVIKA BLOKK Ċ.6.1	Nghixu Flimkien 'Living Together'	LEARNING OUTCOMES / Kisbiet mit-Tagħlim tas-Suġġett:
OBBLIGATORJU	Ċ6.1.1*	Kapaċi nidentifika xi karatteristiċi ewlenin li jsawru l-wirt kulturali Malti. <i>I can identify some of the main characteristics which make up the Maltese cultural heritage.</i>
	Ċ6.1.2	Kapaċi nagħraf u niddekrivi s-simboli li jirrappreżentaw l-identità Maltija. <i>I can recognize and describe the symbols which represent the Maltese identity</i>
	Ċ6.1.3	Kapaċi nidentifika xi wħud mill-aspetti multi-kulturali li tħaddan is-soċjetà Maltija. <i>I can identify some of the multi-cultural aspects which are embraced by Maltese society.</i>
	Ċ6.1.4	Kapaċi napprezza u niddiskuti d-dimensjoni globali ta' Malta. <i>I can appreciate and discuss the global dimension of Malta.</i>
	Estensjoni Ċ6.1.5	Kapaċi nagħmel differenza bejn komunikazzjoni bejnietna permezz tat-teknoloġija tal-informatika u komunikazzjoni li għandha bażi iktar personali. <i>I can differentiate between communication through information technology and communication on a more personal basis.</i>

* BLO: Broad Learning Outcomes / Kisbiet Ewlenin mit-Tagħlim tas-Suġġett.

ĠEOGRAFIJA BLOKK Ġ6.1	Madwar il-Baħar Mediterran 'Around the Mediterranean Sea'	LEARNING OUTCOMES / Kisbiet mit-Tagħlim tas-Suġġett:
OBBLIGATORJU	Ġ6.1.1	Kapaċi nara l-Baħar Mediterran bħala parti minn dinja akbar. <i>I can see the Mediterranean Sea as forming part of a bigger world.</i>
	Estensjoni Ġ6.1.2	Kapaċi nesplora l-pajjiżi li jmissu mal-Mediterran, b'referenza għall-bliet kapitali u s-simboli nazzjonali prinċipali tagħhom. <i>I can explore countries which are connected to the Mediterranean, with reference to their capital cities and main national symbols.</i>
	Ġ6.1.3	Kapaċi nagħraf u nispjega liema huma l-gzejjer prinċipali li nsibu fil-Mediterran. <i>I can recognize and explain which main islands can be found in the Mediterranean Sea.</i>
	Ġ6.1.4	Kapaċi nidentifika liema huma l-fethiet li jgħaqqdu l-Mediterran ma' ibħra/oċeani oħra. <i>I can identify the main openings which connect the Mediterranean with other seas or oceans.</i>
	Ġ6.1.5*	Kapaċi napprezza u niddiskuti għalfejn għandna nieħdu miżuri favur il-konservazzjoni u l-protezzjoni tal-Baħar Mediterran. <i>I can appreciate and discuss why we should take measures in favour of the conservation and protection of the Mediterranean Sea.</i>

* BLO: Broad Learning Outcomes / Kisbiet Ewlenin mit-Tagħlim tas-Suġġett.

STORJA BLOKK S6.1	Qabel il-Kitba 'Before Writing'	LEARNING OUTCOMES / Kisbiet mit-Tagħlim tas-Suġġett:
OBBLIGATORJU	S6.1.1	Kapaċi nagħmel differenza bejn Q.K. u W.K. biex nifhem meta ġew l-ewwel nies f'Malta, u napprezza għaliex bdew jgħixu hawn. <i>I can differentiate between B.C. and A.D. to understand when the first inhabitants arrived in Malta and understand why they settled here.</i>
	S6.1.2	Kapaċi nara fejn marru joqogħdu l-ewwel nies f'Malta, nagħraf l-importanza ta' Għar Dalam u Skorba, u nqabbel dawk iż-żminijiet mal-lum. <i>I can see where the first inhabitants settled in Malta, appreciate the importance of Għar Dalam and Skorba, while comparing those times to the present.</i>
	S6.1.3*	Kapaċi nidentifika t-tempji pre-istoriċi prinċipali fil-Gżejjer Maltin u nistħarreg xi twemmin seta' kellhom il-Maltin ta' dak iż-żmien. <i>I can identify the main prehistoric temples in the Maltese islands and explore what type of religious beliefs the Maltese could have held in those times.</i>
	S6.1.4	Kapaċi napprezza l-ġmiel tal-Ipoġew ta' Ħal Saflieni. <i>I can appreciate the beauty of the Ħal Saflieni Hypogeum.</i>
	Estensjoni S6.1.5	Kapaċi nirriċerka u niskopri għaliex in-nies ta' Żmien il-Bronz kienu differenti min-nies ta' qabilhom. <i>I can research and discover in what way Bronze Age people were different from those who came before them.</i>

* BLO: Broad Learning Outcomes / Kisbiet Ewlenin mit-Tagħlim tas-Suġġett.

KONTENUT – LIVELL 6 – is-Sitt Sena

Materjal Selettiv:

Aghżel blokk **wieħed** minn blokki: Ċ6.2 (Nġhinu lil Xulxin) **jew** Ċ6.3 (Immorru Nixtru).
 Aghżel blokk **wieħed** minn blokki: Ġ6.2 (Il-Ġeografija mill-Aħbarijiet) **jew** Ġ6.3 (Nimmanigġjaw l-Iskart).
 Aghżel Blokk **wieħed** minn blokki: S6.2 (Meta Missirijietna Ġew Attakkati 1),
jew S6.3 (Meta Missirijietna Ġew Attakkati 2), **jew** S6.4 (Belt Kapitali Ġdida għal Malta).
 Dawn biex jinħadmu matul is-sena. (L-estensjoni mhix obligatorja)

ĊIVIKA BLOKK Ċ 6.2.	Nġhinu lil Xulxin <i>'Helping Each Other'</i>	LEARNING OUTCOMES / Kisbiet mit-Tagħlim tas-Suġġett:
SELETTIV	Ċ6.2.1	Kapaċi nagħmel differenza bejn 'liġi' u 'regolament'. <i>I can differentiate between a 'law' and a 'regulation'.</i>
	Ċ6.2.2	Kapaċi nidentifika eżempji ta' regolamenti li nsibu fl-iskola u fil-lokalità tagħna u nispjega r-raġuni għaliex qegħdin hemm. <i>I can identify examples of regulations we find in our school and locality and explain why they are there.</i>
	Ċ6.2.3*	Kapaċi nagħraf u niddiskuti x'jiġri jekk ma nosservawx il-liġijiet. <i>I can understand and discuss what happens if laws are not followed.</i>
	Ċ6.2.4	Kapaċi nidentifika u niddeskrivi żewġ drittijiet li għandu kull student Malti. <i>I can identify and describe two rights every Maltese student has.</i>
	Estensjoni Ċ6.2.5	Kapaċi nidentifika u niddiskuti eżempju wieħed ta' dritt uman bażiku u kif dan jaffettwa l-ħajja tal-istudent. <i>I can identify and discuss an example of a basic human right and how this can affect the life of students.</i>

* BLO: Broad Learning Outcomes / Kisbiet Ewlenin mit-Tagħlim tas-Suġġett.

ĊIVIKA BLOKK Ċ6.3	Immorru Nixtru <i>'Let's Go Shopping'</i>	LEARNING OUTCOMES / Kisbiet mit-Tagħlim tas-Suġġett:
SELETTIV	Ċ6.3.1*	Kapaċi ninvestiga l-prodotti l-iktar komuni li nixtru fuq perjodu qasir ta' żmien. <i>I can investigate the most common products we buy over a short period of time.</i>
	Ċ6.3.2	Kapaċi nagħmel differenza bejn prodotti li jiġġeneraw ħafna skart u oħrajn li ma joħolqux skart. <i>I can differentiate between products which generate a lot of waste and those which do not generate waste.</i>
	Ċ6.3.3	Kapaċi nikteb storja ta' prodott li spicċa bla użu u b'hekk inħoloq skart għalxejn. <i>I can write the story of a product which ended up as waste as there was no further use for it.</i>
	Ċ6.3.4	Kapaċi nesplora r-raġunijiet li jistgħu jgħegħluna nixtru xi prodott partikolari. <i>I can explore the reasons which can make us buy a particular product.</i>
	Estensjoni Ċ6.3.5	Kapaċi nelenka u nistħarreg xi prodotti li nimportaw lejn u nesportaw minn pajjiżna. <i>I can list and explore some of the products which are imported to and exported from our country.</i>

* BLO: Broad Learning Outcomes / Kisbiet Ewlenin mit-Tagħlim tas-Suġġett.

ĠEOGRAFIJA BLOKK Ġ6.2	Il-Ġeografija mill- Aħbarijiet <i>'Geography from the News'</i>	LEARNING OUTCOMES / Kisbiet mit-Tagħlim tas-Suġġett:
SELETTIV	Ġ6.2.1	Kapaċi nagħmel lista tal-pajjiżi li jkunu ssemew fl-aħbarijiet f'perjodu ta' 15-il ġurnata. <i>I can list the countries mentioned in the news over a 15-day period.</i>
	Ġ6.2.2	Kapaċi nara dawn il-pajjiżi humiex: (a) madwar il-Mediterran (b) 'il bogħod mill-Mediterran. <i>I can see if these countries are (a) around, or (b) far away from the Mediterranean.</i>
	Ġ6.2.3	Kapaċi nidentifika dawk il-pajjiżi li aħna l-Maltin nafu l-iktar bihom u nifhem għaliex. <i>I can identify those countries which are more familiar with Maltese people and understand why.</i>
	Ġ6.2.4*	Kapaċi nagħmel riċerka ħafifa dwar xi wħud mill-pajjiżi msemmija. <i>I can conduct some basic research on some of the countries mentioned.</i>
	Estensjoni Ġ6.2.5	Kapaċi nfittex informazzjoni dwar il pajjiżi li ospitaw / se jospitaw avvenimenti sportivi internazzjonali. <i>I can gather information about countries which have held or will be holding international sports events.</i>

* BLO: Broad Learning Outcomes / Kisbiet Ewlenin mit-Tagħlim tas-Suġġett.

ĠEOGRAFIJA BLOKK Ġ6.3	Nimmanigġjaw l- Iskart 'Managing Waste'	LEARNING OUTCOMES / Kisbiet mit-Tagħlim tas-Suġġett:
SELETTIV	Ġ6.3.1	Kapaċi ninvestiga kemm, u x'tipi differenti ta' skart, qegħdin niġġeneraw fil-Gzejjer Maltin. <i>I can investigate the amount and different types of waste generated in the Maltese islands.</i>
	Ġ6.3.2	Kapaċi nifhem u napprezza x'problema kbira għandna biex insibu fejn narmu l iskart. <i>I can understand and appreciate the problem we face in finding places where to dispose of our waste.</i>
	Ġ6.3.3	Kapaċi nagħmel differenza bejn skart li ma nistgħux nevitaw (bħal dak iġġenerat mill-fdalijiet tal-ikel) u skart li ma jmissna qatt niġġeneraw (bħal meta nużaw batteriji li mhumiex rechargeable). <i>I can differentiate between unavoidable waste (like food leftovers) and waste which should not be generated (like using batteries which are not rechargeable).</i>
	Ġ6.3.4*	Kapaċi nagħraf il-vantaġġi tas-separazzjoni tal-iskart, l-użu tal-bring-in-sites, u l-importanza tar-riċiklaġġ. <i>I can see the advantages of waste separation, using bring-in sites, and the importance of recycling.</i>
	Estensjoni Ġ6.3.5	Kapaċi niddidkuti x'se nagħmlu bl-iskart li ma jistax jiġi riċiklat, u nagħraf il-ħtieġa ta' civic amenity sites u engineered landfills. <i>I can discuss what we can do with waste which cannot be recycled and appreciate the need for civic amenity sites and engineered landfills.</i>

* BLO: Broad Learning Outcomes / Kisbiet Ewlenin mit-Tagħlim tas-Suġġett.

STORJA BLOKK S6.2	Meta Missirijietna Ġew Attakkati 1 - L- Assedju l-Kbir <i>'When Our Ancestors</i> <i>Were Attacked 1-The</i> <i>Great Siege'</i>	LEARNING OUTCOMES / Kisbiet mit-Tagħlim tas-Suġġett:
SELETTIV	S6.2.1	Kapaċi nispjega għaliex it-Torok attakkaw lil Malta fl-1565. <i>I can explain why the Turks attacked Malta in 1565.</i>
	Estensjoni S6.2.2	Kapaċi nrricerka wħud mill-fortifikazzjonijiet li kienu jeżistu fil-Gzejjer Maltin fi żmien l-Assedju l-Kbir. <i>I can research some of the fortifications existing in the Maltese islands at the time of the Great Siege.</i>
	S6.2.3*	Kapaċi niddeskrivi l-avvenimenti prinċipali u l-protagonisti tal-Assedju l-Kbir. <i>I can describe the main events and the protagonists of the Great Siege.</i>
	S6.2.4	Kapaċi napprezza għaliex it-Torok ma rebħux lill-Gzejjer Maltin fl-1565. <i>I can appreciate why the Turks did not conquer the Maltese islands in 1565.</i>
	S6.2.5	Kapaċi nagħraf u niddiskuti x'kienet tfisser ir-rebħa tal-Kavallieri u l-Maltin? <i>I can understand and discuss what the victory of the Knights and the Maltese meant at that time.</i>

* BLO: Broad Learning Outcomes / Kisbiet Ewlenin mit-Tagħlim tas-Suġġett.

STORJA BLOKK S6.3	Meta Missirijietna Ġew Attakkati 2 - It-Tieni Gwerra’. <i>‘When Our Ancestors Were Attacked 2-WWII’</i>	LEARNING OUTCOMES / Kisbiet mit-Tagħlim tas-Suġġett:
SELETTIV	S6.3.1	Kapaċi nelenka l-pajjiżi protagonisti tat-Tieni Gwerra u nfisser il-qagħda strateġika ta’ Malta. <i>I can list the countries which were the protagonists of the Second World War and explain the strategic position of Malta.</i>
	S6.3.2	Kapaċi nesplora liema postijiet f’Malta ġew milquta l-iktar fit-Tieni Gwerra Dinjija. <i>I can explore which Maltese localities were worst hit during World War II.</i>
	S6.3.3*	Kapaċi nirriċerka u niddeskrivi l-esperjenzi tal-Maltin u l-Għawdxin fit-Tieni Gwerra Dinjija. <i>I can research and describe the experiences of the inhabitants of the Maltese islands during World War II.</i>
	S6.3.4	Kapaċi nifhem il-kruha tal-gwerra permezz ta’ stampi u mir-ritratti. <i>I can understand the horrors of war through pictures and photographs.</i>
	Estensjoni S6.3.5	Kapaċi niskopri u nesplora xi tifikiriet tat-Tieni Gwerra madwarna permezz ta’ monumenti, fdalijiet u intervisti. <i>I can discover and explore some memories of the Second World War through monuments, artifacts, and interviews.</i>

* BLO: Broad Learning Outcomes / Kisbiet Ewlenin mit-Tagħlim tas-Suġġett.

STORJA BLOKK S6.4	Belt Kapitali Ġdida għal Malta. <i>'A New Capital City for Malta'</i>	LEARNING OUTCOMES / Kisbiet mit-Tagħlim tas-Suġġett:
SELETTIV	S6.4.1	Kapaċi nagħraf x'kienet il-ħtieġa li tinbena belt ġdida u għalfejn intgħażlet l-għolja Xiberras. <i>I can understand why the building of a new city was needed and why Mount Xiberras was chosen.</i>
	S6.4.2	Kapaċi niddiskuti s-sehem ta' Frangisku Laparelli u Ġlormu Cassar fil-bini tal-belt il-ġdida. <i>I can discuss the part Francesco Laparelli and Glormu Cassar played in the building of the new city.</i>
	Estensjoni S6.4.3	Kapaċi nistħarreġ id-deċiżjonijiet li ttieħdu dwar il-bini tal-Belt u d-diffikultajiet li ltaqgħu magħhom. <i>I can investigate the decisions which were taken for the building of the new city and the difficulties that were faced.</i>
	S6.4.4	Kapaċi nirricerka u nitkellem dwar il-binjiet prinċipali tal-Kavallieri li jikkarakterizzaw il-Belt Valletta. <i>I can research and talk about the main buildings of the Knights which characterize Valletta.</i>
	S6.4.5*	Kapaċi napprezza s-sbuħija tal-belt kapitali Maltija u nifhem il-bżonn li nieħdu ħsiebha sewwa. <i>I can appreciate the beauty of the Maltese capital city and understand the need for taking very good care of it.</i>

IS-SITT SENA	LEVEL 6 - MAIN / BROAD LEARNING OUTCOMES LIVELL 6 - KISBIET EWLENIN MIT-TAGĦLIM TAS-SUĠĠETT	Referenza għas-Sillabu
BLOs	ĊIVIKA:	
1	Kapaċi nidentifika xi karatteristiċi ewlenin li jsawru l-wirt kulturali Malti. <i>I can identify some of the main characteristics which make up the Maltese cultural heritage.</i>	Ċ6.1.1
2A JEW	Kapaċi nagħraf u niddiskuti x'jiġri jekk ma nosservawx il-liġijiet. <i>I can understand and discuss what happens if laws are not followed.</i>	Ċ6.2.3
2B	Kapaċi ninvestiga l-prodotti l-iktar komuni li nixtru fuq perjodu qasir ta' żmien. <i>I can investigate the most common products we buy over a short period of time.</i>	Ċ6.3.1
BLOs	ĠEOGRAFIJA:	
3	Kapaċi napprezza u niddiskuti għalfejn għandna nieħdu miżuri favur il-konservazzjoni u l-protezzjoni tal-Baħar Mediterran. <i>I can appreciate and discuss why we should take measures in favour of the conservation and protection of the Mediterranean Sea.</i>	Ġ6.1.5
4A JEW	Kapaċi nagħmel riċerka ħafifa dwar xi wħud mill-pajjiżi msemmija. <i>I can conduct some basic research on some of the countries mentioned.</i>	Ġ6.2.4
4B	Kapaċi nagħraf il-vantaġġi tas-separazzjoni tal-iskart, l-użu tal-bring-in-sites, u l-importanza tar-riċiklaġġ. <i>I can see the advantages of waste separation, using bring-in sites, and the importance of recycling.</i>	Ġ6.3.4
BLOs	STORJA:	
5	Kapaċi nidentifika t-tempji pre-istoriċi prinċipali fil-Gżejjer Maltin u nistħarreg xi twemmin seta' kellhom il-Maltin ta' dak iż-żmien. <i>I can identify the main prehistoric temples in the Maltese islands and explore what type of religious beliefs the Maltese could have held in those times.</i>	S6.1.3
6A JEW	Kapaċi niddeskrivi l-avvenimenti prinċipali u l-protagonisti tal-Assedju l-Kbir. <i>I can describe the main events and the protagonists of the Great Siege.</i>	S6.2.3
6B JEW	Kapaċi nirriċerka u niddeskrivi l-esperjenzi tal-Maltin u l-Għawdxin fit-Tieni Gwerra Dinjija. <i>I can research and describe the experiences of the inhabitants of the Maltese islands during World War II.</i>	S6.3.3
6C	Kapaċi napprezza s-sbuħija tal-belt kapitali Maltija u nifhem il-bżonn li nieħdu ħsiebha sewwa. <i>I can appreciate the beauty of the Maltese capital city and understand the need for taking very good care of it.</i>	S6.4.5

BLOs	TAĦRIĠ PRATTIKU:	
7	FIELDWORK* A	
8	FIELDWORK B JEW PROĠETT*	

*** Kisba mit-Tagħlim tas-Suġġett tal-Fieldwork:**

Kapaċi nosserva, nirrekordja u ninterpretja l-informazzjoni dwar suġġett / post speċifiku.

Learning Outcome for Fieldwork: I can observe, record and interpret information about a specific subject or place.

*** Kisba mit-Tagħlim tas-Suġġett tal-Proġett:**

Kapaċi nfittex, ninterpretja u nipprezenta evidenza / informazzjoni rilevanti, b'mod strutturat dwar suġġett speċifiku.

Learning Outcome for the Project: I can find, interpret and present relevant evidence / information about a specific subject in a structured manner.

NOTA:

Il-BLOs: Broad Learning Outcomes / Kisbiet Ewlenin mit-Tagħlim tas-Suġġett għas-Sitt Sena Primarja huma validi mis-sena skolastika 2023-2024.