



**COURSE DATA**

**DATA SUBJECT**

**Code:** 33625  
**Name:** Teaching social sciences at nursery school  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2025-26

**STUDY (S)**

Degree	Center	Acad. year	Period
1304 - Degree in Preschool Education	Facultat de Formació del Professorat	4	First quarter
1324 - Degree in Preschool Education (Ontinyent)	Facultat de Formació del Professorat	4	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1304 - Degree in Preschool Education	Teaching social science in preschool education	COMPULSORY
1324 - Degree in Preschool Education (Ontinyent)	TEACHING SOCIAL SCIENCES IN PRESCHOOL EDUCATION	COMPULSORY

**COORDINATION**

GARCIA MONTEAGUDO DIEGO  
 MORALES HERNANDEZ ANTONIO JOSE

**SUMMARY**

Didactics of Social Sciences in Early Childhood Education is a compulsory course taught during the fourth year of the Bachelor's Degree in Early Childhood Education. It consists of a total of 6 credits. The course has a theoretical-practical nature, and it aims to provide future Early Childhood Education teachers with scientific, epistemological (geographic and historiographical foundations) of the Social Sciences. It also emphasizes on the processes of identity construction (personal, sociocultural, gender, territorial, etc.) from early age.

Based on that pillar, the course also seeks to critically reflect on the presence of socio-cultural content in the curriculum of the second cycle of Early Childhood Education and in the classroom practice. Correspondingly, it analyses the main challenges identified, as well as the most appropriate methodologies and resources related to Social Sciences to implement with children. Additionally, it also guides students in the development of their didactic proposals.



## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

### OTHER REQUIREMENTS

No specific requirements are needed to access the course.

## COMPETENCES / LEARNING OUTCOMES

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Acquire attitudes and behaviours committed to sustainable development by understanding the responses that societies give to certain situations and the transformations that these generate. Promote interest in and respect for the natural, social and cultural heritage through appropriate educational projects.

Acquire resources to encourage children in pre-primary education to generate interpretative frameworks and social theories about the reality that surrounds them.

Acquire strategies to teach spatial-temporal notions and representations, as well as resources to expand the capacity of students in pre-primary education to actively observe and explore their social environment.

Acquire the ability to recognise discriminatory interpretation biases based on gender, race, religion, etc. in student thinking, curriculum materials, the media, etc.

Analyse critically the most relevant issues in today's society that affect family and school education: social and educational impact of audiovisual languages and of screens; changes in gender and inter-gender relations; multiculturalism and interculturalism; discrimination and social inclusion and sustainable development. Also, carry out educational actions aimed at preparing active and democratic citizens, committed to equality, especially between men and women.

Assume that teaching must be perfected and adapted to scientific, pedagogical and social changes throughout life.

Design, plan and evaluate teaching and learning classroom activities in multicultural and co-educational contexts.

Develop the ability to critically analyse curricular materials and to create teaching units that are specific to the stage.

Develop the capacity to handle different sources of information on a topic and to produce well-structured syntheses.

Express oneself orally and in writing correctly and appropriately in the official languages of the autonomous region.



Identify and plan the resolution of educational situations that affect students with different abilities and different learning rates, and acquire resources to favour their integration.

Know and apply basic educational research methodologies and techniques and be able to design innovation projects identifying evaluation indicators.

Know how to work as a team with other professionals within and outside the school to attend to each student, to plan the learning sequences and to organise work in the classroom and in the play space.

Know the main teaching-learning models in social sciences and their usefulness to achieve the objectives of pre-primary education.

Know the processes of interaction and communication in the classroom.

Know the scientific principles of the social sciences curriculum of this stage, as well as the theories on the acquisition and development of the corresponding learning.

Promote and facilitate satisfactory social and affective relationships among children in pre-primary education in and out of the classroom.

Promote cooperative work and individual work and effort.

Promote experiences of initiation into information and communication technologies.

Recognise the identity of each educational stage and their cognitive, psychomotor, communicative, social and affective characteristics.

Understand that systematic observation is a basic tool that can be used to reflect on practice and reality, and to contribute to innovation and improvement in education.

Understand the different dimensions of the social fact and analyse them in a complex and comprehensive manner. Gain knowledge about the evolution of thought, customs, beliefs and social and political movements throughout history.

Understand the processes of construction of knowledge of the social world of children in pre-primary education and be aware of the comprehension issues found at this level by educational research.

Use information and communication technologies effectively as usual working tools.

## DESCRIPTION OF CONTENTS

### 1.Social Sciences and Early Childhood Education: Epistemological Foundations and Educational Values

#### BLOCK 1. SOCIAL SCIENCES AND EARLY CHILDHOOD EDUCATION: EPISTEMOLOGICAL FOUNDATIONS AND EDUCATIONAL VALUES



- 1.1. The importance of Social Sciences in Early Childhood Education curricula.
- 1.2. Understanding of social of phenomena: main challenges.
  - 1.2.1. Expression and representation: words and sketch maps.
  - 1.2.2. The notion of space and time.
  - 1.2.3. Geometric space and geographic space: connection with Mathematics.
- 1.3. Identifying issues of discriminatory interpretation based on sex, ethnicity, religion, etc.
  - 1.3.1. Attention to diversity and coeducation.
  - 1.3.2 The human body, feelings, and emotions: Biology and Social Sciences.

## 2. Methodological aspects in the teaching-learning process of the environment.

### BLOCK 2. METHODOLOGICAL ASPECTS IN THE TEACHING-LEARNING PROCESSES OF ENVIRONMENTAL AWARENESS

- 2. Teaching-learning models of Social Sciences in Early Childhood Education.
  - 2.1. Impact on the development of social skills.
    - 2.1.2. The importance of play in the learning process.
  - 2.2. Resources to develop the ability to observe and explore the environment.
  - 2.3. Learning corners and time flexibility.
  - 2.4. Early Childhood Education workshops.

## 3. Content Planning: Project-Based Work

### BLOCK 3. CONTENT PLANNING

- 3.1. Critical analysis and design of curricular materials for Early Childhood Education.
- 3.2. Attitudes and behaviour committed to sustainable development within the interdisciplinary framework.
  - 3.2.1. Habits and routines.
  - 3.2.2. Individual personality and social behaviour.
- 3.3. Contribution to the development of global projects through research in natural, social, and cultural environment.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00



	<b>Total hours</b>	<b>60,00</b>
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### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	90,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

### TEACHING METHODOLOGY

1. **PRESENCIAL ACTIVITIES**

**a) Theoretical-practical classes:** presential classes that combine theoretical and practical elements. The course content is learned, discussed, and applied through various types of training such as lectures, seminars, workshops, teamwork, etc.

**b) Teamwork:** the purpose of team projects is to highlight the importance of cooperative learning and to reinforce individual work. Project presentations may be done individually or collectively and can take place either in front of the full class or in a tutorial or a seminar for small groups.

**c) Individual and/or group tutorials:** individual and group tutorials aid to coordinate students in their individual and group tasks, as well as in the organization of course activities and teaching methodology.

**d) Supplementary activities:** during the scheduled *supplementary activity weeks (SAW)*, certain topics are explored in more depth through lectures, workshops, seminars, etc. Attendance is beneficial, along with the completion of the related assignments set by the teaching staff.

2. **NON-PRESENCIAL ACTIVITIES**

Independent study and work: assignments, reading, access to and processing of information (both individual and cooperative) is proposed. All the activities are guided, supervised, and evaluated by the teaching staff.

### EVALUATION

Evaluation is continuous and integral, teacher-guided and formative. It analyses both individual and collective learning process. Theoretical-practical activities are assessed, encompassing the general objectives and competences, along with the specific elements of the subject area. The final grade is the ultimate indicator of the evaluation process; it reflects the individual learning result, not only understood as the acquisition of knowledge, but also as a process involving intellectual and personal growth that prepares students for their future teaching practice. Accordingly, assessment is based on the following evaluation criteria:

-The submission of assignments serves to regularly monitor the students' progress, attendance, and active



participation both in and outside the classroom, in accordance with the teaching guide that details the course content, objectives, and competencies (20-30%). These assignments are resubmittable and may include a diary, a portfolio, or an individual pedagogical reflection document on learning, or the completion of specific tasks, in accordance with the general components outlined in the teaching guide. A minimum of 10% of these assignments are individually graded.

-Written development of a didactic proposal (project, learning situation, etc.) is carried out in teams, based on the subject's content and its connection to the current Early Childhood Education curriculum framework (20-30%). This work is presented orally by all team members, with each receiving an individual grade (10-20%). The didactic proposal is non-eligible for resubmission.

-The preparation of an individual report requires formulating a general question related to the content covered in the course syllabus, accompanied by a well-structured and thoroughly substantiated response supported by bibliographic references (20-30%). These references should include those specified in the course syllabus, additional sources are provided in a reading dossier, and others should be independently selected by students to ensure a comprehensive and well-founded academic response. This assignment is eligible for resubmission.

Based on these criteria, the teaching staff may consider the voluntary submission of additional assignments to gather more assessment evidence to determine the final grade for the course. These assignments may include the preparation of reviews of the SAW, summaries of the reading dossier, or other bibliographic references.

Students who opt for non-continuous assessment must complete a final individual exam that covers the learning objectives and content specified in the course syllabus, excluding components classified as non-resubmittable. Responses must be well-reasoned, supported by bibliographic references, and demonstrate mastery of both the theoretical and practical knowledge covered in the course. Grades from previously submitted non-resubmittable assignments will be carried over to the second examination session.

In all cases, plagiarism or the inappropriate use of artificial intelligence tools may be subject to sanctions in accordance with Article 15 of the Evaluation and Grading Regulations of the Universitat de València.

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