

**COURSE DATA****DATA SUBJECT****Code:** 33650**Name:** Teaching social sciences: basic aspects**Cycle:** Undergraduate Studies**ECTS Credits:** 4.5**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1305 - Degree in Primary School Education	Facultat de Formació del Professorat	3	First quarter
1339 - Grado en Maestro/a Educación Primaria	Facultat de Formació del Professorat	3	

SUBJECT-MATTER

Degree	Subject-matter	Character
1305 - Degree in Primary School Education	Teaching social sciences in primary education	COMPULSORY
1339 - Grado en Maestro/a Educación Primaria	Teaching social sciences in primary education	COMPULSORY

COORDINATION

ASENSI SILVESTRE ELVIRA

BEL MARTINEZ JUAN CARLOS

RAUSELL GUILLOT HELENA

SUMMARY

Teaching Social Sciences: Basic Aspects is a compulsory subject taught in the third year of the Bachelor's Degree in Primary Education and consists of a total of 4.5 credits. It is theoretical and practical in nature and aims to introduce a whole series of issues that will be continued in the fourth-year subject *Teaching Social Sciences: Applied Aspects*.

Among other aspects, it focuses on the epistemological and historiographical foundations of social sciences, their traditional social and political uses throughout recent history, and their educational goals and potential within the framework of primary education and an increasingly global and constantly changing world. The analysis of all these issues is essential for critically reflecting on classroom practice and developing teaching proposals for Social Sciences, so



everything covered in this course will be revisited in the fourth-year course.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

Relation with other subjects: No enrollment restrictions with other subjects in the curriculum have been specified.

Other requirements: None.

COMPETENCES / LEARNING OUTCOMES

1305 - Degree in Primary School Education

Acquire attitudes and behaviours committed to sustainable development by understanding the responses that societies give to certain situations and the transformations that these generate.

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; multicultural and intercultural issues; 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.

Become aware of the educational potential of the social sciences and of the relationship between the different approaches and the shaping of different conceptions of reality.

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

Develop and evaluate curriculum content through appropriate teaching resources and promote the corresponding competences in students.

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.

Integrate the historical-geographical-social study from an instructive and cultural perspective and acquire resources to work on it.



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

Know and use the language, concepts, explanatory procedures and research-verification procedures of the social sciences as a form of critical approach to the social world.

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 processes of interaction and communication in the classroom.

Know the social sciences school curriculum and its weight in the area of knowledge of the natural, social and cultural environment in primary education.

Promote cooperative work and individual work and effort.

Promote the democratic education of citizens, the practice of critical social thinking and the defence of human rights by developing skills to understand society without discriminations on the basis of sex, culture, religion, etc.

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

Review the student's thinking, the curricular materials and the media in search of the main strategies of distortion that provide an excessively simple and prejudiced view of the social world.

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 basic principles of the social sciences. Know the main disciplines in the area of social sciences and their epistemological and historiographical principles.

Understand the different dimensions of the social fact and analyse them in a comprehensive manner. Know the religious fact throughout history and its relation with culture.

Use information and communication technologies effectively as usual working tools.

DESCRIPTION OF CONTENTS

1. SOCIAL SCIENCES AND THE PROBLEM OF THEIR CONTENT

1.1.- Main disciplines in the field of Social Sciences.

1.2.- Epistemological and historiographical foundations of Social Sciences and their teaching:



- History: from the configuration of the academic discipline to the latest trends.
- Geography yesterday and today: the different currents of contemporary geographical thought.
- Art History: epistemological basis and visual culture.

1.3.- Language and research-verification procedures in the Social Sciences:

- The workshops of the historian and the geographer: methods and techniques

2. THE PUBLIC USES OF THE SOCIAL SCIENCES. SOCIO-EDUCATIONAL FUNCTION AND IMPORTANCE IN THE FORMATION OF A PARTICULAR CONCEPT OF THE WORLD

2.1.- The role of the social sciences in the process of socialization of the individual: the relationship between the values that are transmitted and the society in which one lives.

2.2.- The social sciences and the construction of identities (gender and nation):

- Memories, identities, and education.

2.3.- The construction of otherness. The potential of intercultural education.

3. THE SOCIAL SCIENCES AND THEIR ROLE IN TEACHING

3.1.- Social Sciences in Primary Education curricula. Designs and debates in the Valencian Community.

3.2.- Educational goals in the teaching of Social Sciences: from legitimization/reproduction to transformation.

3.3.- Objectives to guide the teaching of social sciences, taking into account the social interests and educational needs of primary school students.

WORKLOAD

PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	45,00
Total hours	45,00

**NON PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	67,00
Preparation of lessons	0,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
Total hours	67,00

TEACHING METHODOLOGY

The teaching-learning process will be carried out through several different levels:

- Face-to-face theoretical-practical classes (compulsory attendance) where the meaningful reception teaching model will be used. These classes will cover the course content and promote the development of activities aimed at critical reflection and discussion of fundamental ideas using different teaching resources: lectures, seminars, workshops, working groups, etc.
- Group and individual practical work aimed at highlighting the importance of cooperative work and reinforcing individual work.
- Highly practical sessions (field trips, workshops, etc.) to carry out activities that complement the work done in classes and seminars.
- Individual and/or group tutorials to resolve any questions that students may have in relation to the classes or the preparation of the various group and/or individual practical activities.

EVALUATION

We understand assessment as a process through which, in addition to checking and measuring student performance, valuable information can be obtained about teaching activities, with a view to modifying them based on the data obtained.

Assessment will be continuous and comprehensive, with a guiding and formative nature, and will take into account individual and collective learning processes. All assessment tests must be correctly written and presented. Plagiarism or the misuse of artificial intelligence tools may be penalized in accordance with Article 15 of the University of Valencia's Assessment and Grading Regulations. In addition, the use of these tools, direct copying from the internet, or failure to submit work within the specified time frame will result in a fail grade for the corresponding activity. Classroom practices must be carried out in person and cannot be done digitally.

Therefore, in accordance with these guidelines, the following will be taken into account:



- The active participation of students in the different sessions (both in the classroom and in tutorials and seminars).
- Assessment of the knowledge and skills acquired through theoretical and practical classes and through reading and critical analysis of the bibliography and other proposed materials, which will be reflected in the various recoverable and non-recoverable practical assignments assigned.
- As an initial assessment, a questionnaire will be prepared to determine the students' level of knowledge of subjects already studied that are related to the social sciences (especially geography and history) or concepts that are assumed to be already known and that will be used throughout the course.
- As a formative assessment, various practical activities (between two and three, chosen by the teacher) will be carried out periodically throughout the semester, which will account for 40% of the final grade.
- As a final assessment, there will be an exam in which, in addition to the relevance of the data presented, analytical and argumentation skills will be assessed. This test will account for 60% of the final grade.

A minimum grade of five points in the two main blocks (practical activities and final exam) will be required to pass the course.

Students who do not pass the practical activities block or the final exam have the right to retake these blocks in the second exam session, as well as to keep the grade for the block they have passed. The retake for both blocks will take place on the day of the second exam session.

Students who lose their right to formative assessment due to unjustified absences may take an exam that will contain both the theoretical-practical and practical parts of the subject.

REFERENCES

Basic references:

- Arias Ferrer, L. y Egea Vivancos, A. (2002). *Didáctica de Geografía e Historia en Educación Primaria*. Ed. Síntesis.
- Benejam Arguimbau, P. y Pagès Blanch, J. (1997). *Enseñar y aprender Ciencias Sociales, Geografía e Historia en la Educación Secundaria*. ICE-Horsori.
- Capel Sáez, H. y Urteaga, L. (1988). *Las nuevas geografías*. Salvat-Aula Abierta.
- Hernández Cardona, F.X. (2002). *Didáctica de las Ciencias Sociales, Geografía e Historia*. Graó.
- Prats Cuevas, J. (Coord.).(2011). *Didáctica de la Geografía y la Historia*. Graó.
- Rozada Martínez, J. M^a. (1997). *Formarse como profesor. Ciencias Sociales, Primaria y Secundaria Obligatoria*. Akal.



-Souto, X. M. (1999). *Didáctica de la Geografía. Problemas sociales y conocimiento del medio*. Serbal.

Complementary references:

- Alcaraz. A. y Pastor. M. (2012). Tendencias de la Historia como objeto de enseñanza a través de la historiografía. *Revista de Didácticas Específicas*, (6), 114-139.

- Asensi. E. (2019). La investigación de las representaciones del alumnado para un aprendizaje crítico de las Ciencias Sociales: el estado del bienestar, un estudio de caso. En D. Parra y C. Fuertes (Coords.), *Reinterpretar la tradición, transformar las prácticas: Ciencias Sociales para una educación crítica* (pp.257-280). Tirant lo Blanch-Tirant Humanidades.

- Bel, J. C. (2016). El papel de las mujeres en la historia según las imágenes de los libros de texto. Comparación de manuales editados durante la LOE y la LOMCE. *Aula: Revista de Pedagogía de la Universidad de Salamanca*, (22), 219-233. <https://doi.org/10.14201/aula201622219233>

- Bel, J. C. (2017) Imagen y libros de texto de Historia en Educación Primaria: estudio comparativo a partir de un análisis cualitativo. *Revista de Educación*, 37, 80-110. 10.4438/1988-592X-RE-2017-377-354.

- Bel, J. C., Colomer, J.C. y Valls, R: (2019). Alfabetización visual y desarrollo del pensamiento histórico: actividades con imágenes en manuales escolares. *Educación XX1: Revista de la Facultad de Educación*, 22(1), 353-374. <https://doi.org/10.5944/educxx1.20008>

- Cuesta Fernández, R. (1998). *Clío en las aulas. La enseñanza de la Historia en España entre reformas, ilusiones y rutinas*. Akal.

- Díez Bedmar, M^a C. (2022). Género: una categoría de análisis clave para desarrollar competencias para una cultura democrática. *REIDICS*, (11), 6-19. <https://doi.org/10.17398/2531-0968.11.6>

- Fuertes, C., Asensi, E., Fuster, C. y Claudino, S. (2021). Socially acute questions and critical citizenship in trainee geography and history teachers: from theory to classroom observation. En C. Gómez., P. Miralles y R. López-Facal (Coord.). *Handbook of Research on Teacher Education in History and Geography* (pp.241-258). Peter Lang.

- Gil, E. (1993). Las concepciones de los alumnos sobre el Tercer Mundo al acabar la escolaridad obligatoria. Participación de la institución escolar en la formación, mantenimiento o refuerzo de las mismas. *Didáctica de las Ciencias Experimentales y Sociales*, (7), 3-38.

- Gómez, J., Muñoz, J., y Ortega, N. (1982). *El pensamiento geográfico. Estudio interpretativo y antología de textos (de Humboldt a las corrientes radicales)*. Alianza.

- Ibáñez, M. (2018). Incluir a las mujeres en las aulas. Reflexiones desde la Didáctica de la Historia. *Geocritiq*, 393, <https://primeraepoca.geocritiq.org/>

-Lacoste, Y. (1977). *La geografía: un arma para la guerra*. Oikos-Tau.



- López Facal, R. (2010). Nacionalismos y europeísmos en los libros de texto. Identificación e identidad nacional. *Clío & Asociados: la historia enseñada*, (14), 9-33. Disponible en: http://www.memoria.fahce.unlp.edu.ar/art_revistas/pr.4018/pr.4018.pdf
- López Facal, R. (2010). Didáctica para profesorado en formación. ¿Por qué hay que aprender a enseñar ciencias sociales? *Íber. Didáctica de las Ciencias Sociales, Geografía e Historia*, 65,75-82.
- López Facal, R. y Santidrián, V. (2011). Los "conflictos sociales candentes" en el aula. *Íber. Didáctica de las Ciencias Sociales, Geografía e Historia*. 69, 8-20.
- Luis, A. y Guijarro, A. (1999). *La enseñanza de la Geografía. Guía introductoria*. Universidad de Cantabria.
- Maestro, P. (1993). Epistemología histórica y enseñanza. *Ayer*, 12, 135-181.
- Mainer, J. (Coord.). (2001). *Discursos y prácticas para una didáctica crítica de las Ciencias Sociales. Ideas y líneas de trabajo para transformar la enseñanza*. Diada.
- Montaña Conchiña, de la, J. L. (2015). Didáctica de la historia, historiografía y la visibilización de temas, grupos sociales y personas en la enseñanza-aprendizaje de la Historia. En A. M. Hernández Carretero, C. R. García Ruiz y de la Montaña Conchiña, J. L. (Coords.). *Una enseñanza de las Ciencias Sociales para el futuro: recursos para trabajar la invisibilidad de personas, lugares y temáticas* (pp. 907-915). Universidad de Extremadura-AUPDCS.
- Moradiellos, E. (2009). *Las caras de Clío. Una introducción a la historia*. Siglo XXI.
- Moreno, A. (1986). *El arquetipo viril, protagonista de la historia. Ejercicios de lectura no androcéntrica*. La Sal.
- Olmo del, M. y Hernández, C. (2006). Identidad y enseñanza. *Íber. Didáctica de las Ciencias Sociales, Geografía e Historia*, (47), 14-22.
- Ortega, J. (2000). *Los horizontes de la Geografía: teoría de la Geografía*. Ariel.
- Pagès Blanch, J. y Sant, E. (2012). Las mujeres en la enseñanza de la Historia: ¿hasta cuándo serán invisibles? *Cadernos De Pesquisa Do CDHIS*, 25(1), 91-117. <https://doi.org/10.14393/cdhis.v25i1.20957>
- Rodríguez Lestegás, F. (2006). Cultura escolar, ideología y geografía: de la "identidad nacional" ala "identidad europea", o la construcción de un nuevo objeto de Enseñanza. *Revista de Educación*, (339), 837-858.
- Rodríguez Pérez, R. y Simón, M. M (2014). La construcción de la narrativa nacional española en los manuales escolares de Educación Primaria. *Ensayos, Revista de la Facultad de Educación de Albacete*, 29(1), 101-113.
- Sáiz Serrano, J. (2017). Pervivencias escolares de narrativa nacional española. Reconquista, Reyes Católicos el Imperio en libros de texto de historia y en relatos de estudiantes. *Historia y Memoria de la Educación*, (6), 165-201. <https://doi.org/10.5944/hme.6.2017.17137>
- Segarra, J. R. y Parra, D. (2014). El tratamiento escolar del patrimonio propio: la identidad



valenciana como estudio de caso. En J. Prats, I. Barca y R. López Facal (Eds.). *Historia e identidades culturales* (pp. 959-968). Universidade do Minho.

- Toro, J. y Parra Monserrat, D. (2022) Celebrar la identidad: enseñanza de la historia y conmemoraciones en educación primaria. *Revista Complutense de Educación*, 33(3), 511-520. <https://doi.org/10.5209/rced.74524>
- Trepal, C. y Comes, P. (1998). *El tiempo y el espacio en la didáctica de las Ciencias Sociales*. ICE / Graó.
- Valls, R. (1991). La exaltación patriótica como finalidad fundamental de la historia en la educación obligatoria: una aproximación histórica. *Didáctica de las Ciencias Experimentales y Sociales*, (5), 33-47.
- Valls, R. (2007). *Historiografía escolar española: siglos XIX-XXI*. UNED.
- Valls, R. y López Facal, R. (2011). ¿Un nuevo paradigma para la enseñanza de la historia?: Los problemas reales y las polémicas interesadas al respecto en España y en el contexto del mundo occidental. *Enseñanza de las Ciencias Sociales*, (10), 75-86.
- Vilar, P. (2004). *Pensar históricamente: reflexiones y recuerdos*. Ed. Crítica.
- Wood, L. y Holde, C. (2007). Ensenyar història als més petits. *Zenobita*.