

# **TEACHING GUIDE**

## **TEACHING OF SOCIAL SCIENCE**

### **GRADO EN EDUCACIÓN INFANTIL (INGLÉS)**

#### **ACADEMIC YEAR 2026-27**

Publication date: 27-06-2026



### I.-Subject Identification

|                                        |                       |
|----------------------------------------|-----------------------|
| Type                                   | OBLIGATORIA           |
| Teaching period                        | 3 course, 1Q semester |
| Nº of credits                          | 6                     |
| Language in wich the subject is taught | English               |

### II.-Presentation

Teaching of Social Science in preschool education offers future teachers knowledge to find understandable how to teach Geography, History, and Art in preprimary education in accordance with the Royal Decree and Decree in which the contents of childhood education are developed. The students will learn how to explain the social reality in which our children live with specific and appropriate didactic proposals and online and offline techniques. They will learn how to teach social science in the second cycle (3-6 years). The students will be able to select, use and evaluate curricular materials and create online and offline resources. Develop inside and outdoors activities to teach Social Science. To achieve these goals, it is crucial to study the theoretical framework that will allow the students to establish the bases to understand the teaching/learning processes of the social environment. We will work with different educational and digital projects. The main objectives will be to understand the curriculum of social environment and its interdisciplinary approach in Early Childhood Education. To learn a wide variety of methods, strategies, techniques, and resources to teach the social environment. To understand the meaning of globalization, the digital era according to Royal Decree 1630/2006, of 29 December.

The degree established the minimum teachings contents of the second grade of Early Childhood Education and the main learning difficulties arising in the transmission of social disciplines in Early Childhood Education. In this interdisciplinary subject, we will develop curricular activities adapted to the different school realities.

### III.-Learning outcomes



CGI1. Ability to analyse and synthesise.  
 CGI2. Organisation and planning skills  
 CGI6. Information management skills  
 CGP1. Teamwork  
 CGP3. Interpersonal Relations Skills  
 CGP5. Critical reasoning.  
 CGS2. Knowledge of other cultures and customs.  
 CGS5. Sensitivity to environmental issues  
 CGS7. Creativity.  
 CE1. Ability to understand the complexity of educational processes in general and of teaching-learning processes in particular.  
 CE2 Knowledge of the course contents to be taught, understanding their epistemological singularity and the specificity of their didactics.  
 CE3 Solid scientific, cultural and technological background  
 CE5 Respect for cultural and personal differences of students and other members of the educational community.  
 CE6 Design and development of educational projects and programming units to adapt the curriculum to the socio-cultural context.  
 CE8 Commitment to enhancing pupils' academic achievement and their progress in school, within the framework of a holistic education.  
 CEGEI2 Effectively approach to an early childhood learning situations from a globalising and integrating perspective of the different cognitive, emotional, social, motor, linguistic and self-regulation dimensions. (globalising perspective)  
 CEGEI3 Create learning environments that favour empathy, social behaviour, autonomy and multicultural coexistence by systematically observing the social, family and school environment. (Contextual and social-natural perspective).  
 CEGEI7 Design didactic actions related to understand the space and time in schoolchildren. (space-time perspective)  
 CEGEI9 Apply and use appropriately the new Technologies as a vehicle of information, communication and introduction in the world of mass media.  
 CEGEI14 Encourage the daily coexistence in the classroom and outside it, solve discipline problems and contribute to the peaceful resolution of conflicts. Stimulate and value the effort, perseverance and personal discipline in students.  
 CEGEI16 Understand the basic principles of language and communication sciences.  
 CEGEI32 Encourage the democratic education of citizenship and the practice of critical social thought.  
 CEGEI33 Value the relevance of public and private institutions for the peaceful coexistence among peoples.  
 CEGEI38 Understand the historical and socio-cultural references of the education of human beings.

- Key for degrees not adapted to RD 822/21: **CB** - basic competences, **CG** - generic competences, **CE** - specific competences, **CT** - transversal competences.
- Key for degrees adapted to RD 822/21: **CON** - knowledge, **COM** - competences, **HAB** - skills.



#### IV.-Contents

##### IV.A.-Syllabus

**Block I. Study of social phenomena that allow us to analyze and critically interpret the most relevant issues of today's society.**

*I.1 The field of Social Sciences. Childhood and Early Childhood Education Teachers. The basic principles of the teaching of Social Sciences in today's society.*

Block II – Mastery of the aspects of the curriculum that concern knowledge of the environment in early childhood education.

*II.1 Understanding Social Space in Early Childhood Education (2nd Cycle): Conceptual and Practical Perspectives.*

*II.2 Understanding Time in Early Childhood Education (2nd Cycle): From Lived Experiences to Historical Comprehension.*

*II.3 Cultural heritage in Early Childhood Education (2nd Cycle): experiences, creativity and museums.*

*II.4 Design of programmes for knowledge of the environment, adapted to the stage of Early Childhood Education and to the curricular regulations.*

##### IV.B.-Training activities

| Type                     | Title                                                       |
|--------------------------|-------------------------------------------------------------|
| Resolución de ejercicios | Análisis de caso                                            |
| Group work               | Elaboración de proyectos educativos                         |
| Lectures                 | Debate sobre los textos teóricos de referencia de los casos |
| Other activities         | Si se puede se presentan oralmente los trabajos en equipo   |

| V.-Student workload                                                                          |     |
|----------------------------------------------------------------------------------------------|-----|
| Theoretical sessions                                                                         | 40  |
| Resolution of exercises, problems, case studies, etc.                                        | 18  |
| Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc. | 0   |
| Tests and/or exams                                                                           | 2   |
| Academic tutorials                                                                           | 30  |
| Related activities: conferences, seminars, etc.                                              | 18  |
| Preparation of theoretical sessions and self-study                                           | 12  |
| Preparation of practical tasks, exercises, case studies, projects, etc.                      | 30  |
| Preparation for tests and/or exams                                                           | 30  |
| Total student workload                                                                       | 180 |

| VI.-Methodology and academic programme          |                   |                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Type                                            | Period            | Content                                                                                                                                                                                                                                                                                       |
| Theoretical sessions                            | Week 1 to Week 14 | Theoretical-practical of the main contents of each Unit. Students will be able to ask questions                                                                                                                                                                                               |
| Resolution of exercises, problems, case studies | Week 5 to Week 14 | Real cases of early childhood education centers are analyzed.                                                                                                                                                                                                                                 |
| Academic tutorials                              | Week 1 to Week 14 | Students may ask online questions if there are not resolved in the classroom.                                                                                                                                                                                                                 |
| Practical sessions                              | Week 1 to Week 14 | Students will do individual and/or team activities related to the curriculum given in class. At the discretion of the teachers, they may be requested to be presented in the classroom. The teacher will explain what type of work (activities, case studies) at the beginning of the course. |
| Group work                                      | Week 1 to Week 14 | Collaborative practices are carried out among students to develop their teamwork skills                                                                                                                                                                                                       |

## VII.-Assessment methods

The general assessment method is continuous as established in the *Regulation for the Assessment of Learning Outcomes* of Rey Juan Carlos University.

All the assessment systems established in the degree report must be employed, except for those that have a minimum weight of 0%, which can be used by professors in the academic years they consider relevant. Each assessment system may be applied through one or more assessment activities, consistent with the system. No assessment activity can exceed individually 60% of the overall grade for the subject.

The sum of non re-evaluable activities cannot exceed 40% of the overall grade for the subject and, in general, should not have an established minimum grade (except for practical activities in which, strictly speaking, the conditions of the ordinary call cannot be reproduced in the extraordinary call).

Those students who do not manage to pass the subject in the ordinary call, or do not attend this first call, may attend the extraordinary call only for failed re-evaluable assessment activities.

The distribution and characteristics of the assessment activities are described below.

### VII.A.-Description and weight of the assessment activities

### Continuous ordinary assessment:

The distribution and characteristics of the assessment tests are those described below. Only in exceptional cases and for special reasons may the teacher add changes to the Guide. These changes will require the prior consultation with the Subject Head and the previous and explicit authorisation of the Degree Programme Coordinator, who will notify the Vice-Rector's office in charge of Academic Affairs of the modifications made. In any case, the changes proposed must take into account the stipulations of the verified report. For these changes to take effect, they must be duly communicated to students at the start of the course using Aula Virtual.

The combination of activities that are not re-assessable cannot exceed 50% of the subject grade and, in general, cannot have a minimum grade (except for the case of laboratory or clinical work placements, where duly justified), and tests which exceed 60% of the subject weighting cannot be added.

**Extraordinary assessment:** Students who do not manage to pass the ordinary assessment, or who did not attend, will be subject to completion of an extraordinary assessment to verify their acquisition of the skills established in the guide, only for activities that are reassessable.

### Evaluation System

**SE 1.** Written test: Face-to-face written assessment tests in which multiple-choice questions, short questions and development questions can be combined. (60% of the total rating). Reassessable activity.. (Minimum Mark 4/10) (Face-to-face written assessment test on the essential theoretical contents of the subject. Blocks I to IV). On the date established for the official call.

**SE2:** Individual and/or group work (40% of the total rating). Compulsory individual and group practical tests. Theoretical and useful tasks. Weeks 1 to 14. Not Reassessable activity..

To consider the subject approved, both in the ORDINARY and the EXTRAORDINARY call, the following must be met:

- 1st.. Have passed the exam or test with a minimum of 4 out of 10 (2,4 sobre 6)
- 2nd. Have completed the work and practices of the course (individual and/or in groups).
- 3rd The sum of the marks in sections 1 and 2 is at least 5 out of 10.

### OBSERVATIONS ON THE EVALUATION:

**IMPORTANT NOTE:** All students must take the WRITTEN TEST. This criterion will be applied to both the ordinary (December-January) and the extraordinary (June) call.

**INDIVIDUAL AND/OR GROUP WORK AND PRACTICES:** They must be carried out during the first semester and will have a weighting that will vary depending on the number of internships carried out. They can consist, for example, of analyzing classroom situations, examining social situations and phenomena, preparing classroom programs, scheduling outings or excursions, analyzing pedagogical texts and texts that reflect current social events, etc. It can be requested to be presented in a public defense during the school period, utilizing various communication and expression strategies, as well as digital tools.

The completion of the minimum percentage of practices stipulated by the teacher and their presentation within the deadline is a NECESSARY REQUIREMENT to be able to take the written exam.

**AN ADVANCE EVALUATION** would be held in September if granted to the student. **The evaluation method for early examination students will be the same as the one established in general, with the exception that the group work will be adapted to an individual assignment.**

The evaluation criteria for both will be: Coherence in the arguments, Depth in the content justified by the references used and the contrast between them; and finally, written expression and grammatical and spelling correction, both in professional language and in the form of an academic work.

### GENERAL REMARKS FOR THE WHOLE COURSE:

We consider it necessary to take into account the following points to guarantee a good job and a good atmosphere in the



classroom:

- 1.-PLAGIARISM: The university activities and work must be original. When foreign fragments are used, they must be adequately cited. Cases of total or partial plagiarism will be penalized with the non-evaluation of said work, nor the possibility of reevaluating it.
- 2.-SPELLING: In the grading of university activities, assignments and exams, not only the contents will be evaluated, but also all the aspects that contribute to a correct written expression, such as the formal presentation, the structure and organization of ideas and contents, correct spelling, punctuation, etc. In short, it will be evaluated that the expression corresponds to a university level.

#### VII.B. Assessment of students with academic exemption from class attendance

Having Academic Exemption from Class Attendance (DAAC) does not imply that students are automatically exempt from participating in the continuous assessment activities or in the training activities of compulsory attendance as established in the teaching guide. Once the exemption has been granted, students must contact the subject's teaching staff, who will propose the adaptations he/she may consider relevant, as long as they guarantee the acquisition and adequate assessment of the learning goals established. Students must maintain adequate communication with the teaching staff so that they may provide information on the dates for training and assessment activities, if these are not established in the programme and available for students at the time of achieving the exemption.

Subject with possibility of academic exemption: Yes.

#### VII.C. Review of assessment activities

In accordance with the Regulation for the Assessment of Learning Outcomes of Rey Juan Carlos University.

#### VII.D.-Students with a disability or special educational needs

In order to guarantee equal opportunities, non-discrimination, universal accessibility and academic success, students with disabilities or especial education needs may request curricular adaptations to follow their studies. These adaptations will be provided by the Unit of Attention to People with Disabilities of Rey Juan Carlos University, in accordance with the regulation which regulates the service for the Attention of People with Disabilities at the University. This Unit will issue a report for curricular adaptations, so that students with disabilities or special education needs must contact the service (at e-mail [discapacidad.programa@urjc.es](mailto:discapacidad.programa@urjc.es)) in order to provide relevant information for different educational alternatives.

#### VII.E.-Academic behaviour, academic integrity and honesty

Rey Juan Carlos University is fully committed to the highest standards of academic integrity and honesty, so studying at the URJC means assuming and subscribing to the values of integrity and academic honesty set out in the University's Ethical Code. To support this process, the University has Rey Juan Carlos University's Academic Conduct Regulation as well as different tools (anti-plagiarism, supervision...) that offer a collective guarantee for the full development of these essential values.



## VIII.-Teaching resources and materials

### Basic bibliography

- Cooper, H. (2002). Didáctica de la historia en la educación infantil y primaria. Madrid: Morata.
- Da Silva, C. N. (2015). Interactive digital games for geography teaching and understanding geographical space. *Creative Education*, 6(07), 692.
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- Thompson, C. M. (2003). Kinderculture in the art classroom: Early childhood art and the mediation of culture. *Studies in Art Education*, 44(2), 135-146.
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- Waters, S., & Russell III, W. B. (2012). Monuments All Over the World: Using Historical Monuments to Teach Cultural Geography. *Social Studies Research & Practice (Board of Trustees of the University of Alabama)*, 7(3).
- Wang, S., & Zhan, H. (2010). Enhancing teaching and learning with digital storytelling. *International Journal of Information and Communication Technology Education (IJICTE)*, 6(2), 76-87.
- Zirawaga, V. S., Olusanya, A. I., & Maduku, T. (2017). Gaming in education: Using games as a support tool to teach history. *Journal of Education and Practice*, 8(15), 55-64.

### Recursos electrónicos:

- Didáctica de Ciencias Sociales. (n.d.). Recuperado de <http://www.didactica-ciencias-sociales.org>
- Histodidáctica. (n.d.). Recuperado de <http://www.ub.es/histodidactica/libros.htm>

### Consultation bibliography

- Bernardo, J. (2009). *Una didáctica para hoy. Cómo enseñar mejor*. Ed. Rialp.
- Eisner, E. W. (1972). *Educación la visión artística*. Ed. Paidós.
- García-Ruiz, R. (2013). *Enseñar y aprender en Educación Infantil a través de proyectos*. Ed. Universidad de Cantabria.
- Hernández Cardona, F. X. (2002). *Didáctica de las Ciencias Sociales, Geografía e Historia*. Ed. Graó.
- Murphy, J. (2011). *Más de 100 ideas para enseñar historia*. Ed. Graó.
- Martín Roig, G. (2013). *Arte para niños*. Ed. Parramón.
- Muñoz, C., & Zaragoza, C. (2008). *Didáctica de la Educación Infantil*. Ed. Altamar.
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- Trepat, C. A., & Rivero, P. (2010). *Didáctica de la historia y multimedia expositiva*. Ed. Graó.

## IX.-Professors



|                                                |                                                                                                     |
|------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| <b>Name and surname</b>                        | SERGIO ASUNCIÓN SALMEÁN                                                                             |
| <b>E-mail address</b>                          | sergio.asuncion@urjc.es                                                                             |
| <b>Department</b>                              | Ciencias de la Educación                                                                            |
| <b>Campus</b>                                  | Madrid - Vicálvaro                                                                                  |
| <b>Category</b>                                | Profesor/a Ayudante Doctor/a                                                                        |
| <b>Academic degree</b>                         | Doctor                                                                                              |
| <b>Person responsible for the subject</b>      | No                                                                                                  |
| <b>Tutorial timetable</b>                      | Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico |
| <b>Number of quinquennia</b>                   | 0                                                                                                   |
| <b>Number of sexennia</b>                      | 0                                                                                                   |
| <b>No. of positive evaluations by Docencia</b> | 0                                                                                                   |