

TEACHING GUIDE

HISTORY AND SPANISH CULTURE

GRADO EN EDUCACIÓN PRIMARIA (INGLÉS)

ACADEMIC YEAR 2026-27

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I.-Subject Identification

Type	FORMACIÓN BÁSICA
Teaching period	1 course, 1Q semester
Nº of credits	6
Language in which the subject is taught	English

II.-Presentation

The course 'History and Culture of Spain' is designed to provide students with an overview of the history of the Iberian Peninsula and its peoples. The time span is almost overwhelming: the course will cover the period from prehistory to the present day. However, the emphasis will be on a synthesis of events that provides a coherent overview. The division into units will follow chronological criteria as far as possible. Cultural issues will take centre stage and will provide a welcome source of debate and discussion, fostering, as one of the main objectives, respect for cultural diversity and an understanding of the differences present in today's society. An effort will be made to address how history can be taught and what its study can contribute to the development of critical thinking. The social roles of men and women, the use of limited vital resources such as water, and the often-conflictual coexistence of religious communities—all of which offer points of comparison with the present day—must be considered within their appropriate historical context. Cicero's famous reference to history as a 'guide to life' should resonate with future teachers.

III.-Learning outcomes

CGI01. Capacity for analysis and synthesis
 CGI03. Oral and written communication in the mother tongue
 CGP05. Critical reasoning.
 CG01. Acquire and understand the necessary knowledge of the different areas of study that make up the title in such a way that they train for the profession of Teacher in Primary Education.
 CG05. Acquire the necessary learning skills to expand their studies autonomously.
 CE02 . Knowledge of contents to be taught, understanding their epistemological singularity and the specificity of their didactics.
 CE05 . Respect for cultural and personal differences of students and other members of the educational community.
 CE09 . Capacity to collaborate with the different sectors of the educational community and the environment.
 CE03 . Create learning environments that encourage empathy , social behavior , autonomy and multicultural coexistence systematically observing the social , family and school environment. (Contextual and natural social perspective) .
 CE05 . Acquire strategies, based on a coordinated work between various professionals to guide families in issues related to the development and education of students from 6 to 12 years old. (Perspective of coordination with other professionals and attention to families)

- 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

TOPIC 1: Prehistoric Iberia.
 TOPIC 2: Pre-Roman peoples of the Iberian Peninsula.
 TOPIC 3: Roman Hispania.
 TOPIC 4: Early Middle Ages. Visigothic Kingdom, Al-Andalus and the Christian kingdoms of northern Iberia.
 TOPIC 5: Late Middle Ages (13th-15th centuries)
 TOPIC 6: The Habsburg Empire. The 16th and 17th centuries.
 TOPIC 7: The 18th century and the Enlightenment.
 TOPIC 8: The 19th century. From the War of Independence to the triumph of liberalism.
 TOPIC 9: The 20th century. Alfonso XIII, 2nd Republic, Civil War and Franco's dictatorship.
 TOPIC 10: The 20th and 21st Centuries: The Return to the parliamentary system, the crisis of the system and Spain today.

IV.B.-Training activities

Type	Title
Prácticas / Resolución de ejercicios	Other activities (readings, interpreting of graphs and charts and debates, among other activities).
Prácticas / Resolución de ejercicios	Working in groups and oral presentations.

V.-Student workload	
Theoretical sessions	35
Resolution of exercises, problems, case studies, etc.	20
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	5
Academic tutorials	3
Related activities: conferences, seminars, etc.	15
Preparation of theoretical sessions and self-study	30
Preparation of practical tasks, exercises, case studies, projects, etc.	40
Preparation for tests and/or exams	32
Total student workload	180

VI.-Methodology and academic programme		
Type	Period	Content
Theoretical sessions	Week 1 to Week 15	MD1. Lectures on the content of the course syllabus..
Practical sessions	Week 1 to Week 15	MD2. Completion of individual practical assignments throughout the course
Academic tutorials	Week 1 to Week 15	MD3. Academic tutorials throughout the course to address any queries or questions relating to the syllabus, as well as the practical exercises set
Group work	Week 1 to Week 15	Group project on a specific topic in Spanish history
Tests and/or exams	Week 1 to Week 15	A theoretical and practical assessment, the date of which will be set by the Faculty

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

The standard assessment system comprises a **theoretical part** that is subject to assessment (divided into **two written examinations**, each accounting for **35%**, covering the content of the topics) and a **practical part** that is not subject to assessment (**30%**)

Important Notice: In order to be assessed, all the content of the practical part must be completed and submitted before the deadline set by the teaching staff. Otherwise, students will not be allowed to take the theoretical test. Spelling mistakes/orthographic errors in the theoretical test will have a negative impact on the final grade. Students must obtain a **minimum grade of 4.5/5** in the theoretical part in order to average it with the practical part. The non-reassessable practical activities carried out in class are designed to evaluate the student's progress on a regular basis. This form of assessment encourages active participation and continuous learning, which cannot be effectively applied in a reassessment.

Extraordinary Assessment:

Students who do not pass the ordinary assessment, or who have not taken it, will be subject to an extraordinary assessment of the reassessable part(s) not passed, in order to verify the acquisition of the competencies established in the syllabus.

Early Assessment:

It is possible to request an early assessment (in September) for either the ordinary or extraordinary session, provided that the requirements established in the *"Reglamento de Evaluación de los Resultados de Aprendizaje de la URJC"* are met. The assessment methods will be structured similarly to those of the ordinary session, although some may be modified to adapt to the specific context. In addition to submitting an individual assignment (30%) by the deadline set by the teaching staff, students will take two tests on the assigned date: one with short-answer questions and another with essay-type questions (**35% each**)

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) 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

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 CAÑIZARES-ESGUERRA, J. (2001): *How to Write the History of the New World: Histories, Epistemologies, and Identities in the Eighteenth-Century Atlantic World*. Stanford, Stanford University Press.
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 MOFFIT, J. F. (1999): *The Arts in Spain*, New York: Thames & Hudson, London.
 PAYNE, S. (2011): *Spain. A Unique History*. University of Wisconsin Press, Madison.
 PHILLIPS, W. & PHILLIPS, C. (2010): *A Concise History of Spain*, Cambridge University Press, London.
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Consultation bibliography

COOPER, H. (2002). *Didáctica de la historia en la educación infantil y primaria*. Madrid.
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 GARCÍA DE CORTÁZAR, F (2007): *Atlas histórico de España*. Barcelona.
 LÓPEZ-DAVALILLO LARREA, J. (1999): *Atlas histórico de España y Portugal. Del Paleolítico hasta el siglo XX*. Madrid.
 MARTÍNEZ RUIZ, E (2000): *Atlas histórico de España*, 2 vols. Madrid.
 MIRALLES, P. y RIVERO, P. (2012). "Propuestas de innovación para la enseñanza de la historia en Educación Infantil". *Revista Electrónica Interuniversitaria de Formación del profesorado (REIFOP)*, 15 (1), pp. 81-90.
 PLUCROSE, H. (1996). *Enseñanza y aprendizaje de la historia*. Madrid.
 RIVERO GARCÍA, P. (2011). *Didáctica de las ciencias sociales para educación infantil*. Zaragoza.
 VILARRASA, A. (2003). "Salir del aula. Reapropiarse del contexto". *Íber: Didáctica de las ciencias sociales, geografía e historia*, 36, pp. 13-25.

IX.-Professors

Name and surname	EDUARDO JIMÉNEZ RAYADO
E-mail address	eduardo.jimenez@urjc.es
Department	Artes y Humanidades
Campus	Madrid - Vicálvaro
Category	Profesor/a Contratado/a Doctor/a
Academic degree	Doctor



Person responsible for the subject	Yes
Tutorial timetable	Para consultar las tutorías póngase en contacto con el/la profesor/a a través de correo electrónico
Number of quinquennia	1
Number of sexennia	1
No. of positive evaluations by Docentia	2

