

TEACHING GUIDE

DIDACTICS OF SOCIAL SCIENCES I

GRADO EN EDUCACIÓN PRIMARIA (INGLÉS)

ACADEMIC YEAR 2026-27

Publication date: 29-06-2026



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

Didactics of the Social Sciences I is a compulsory training subject of 6 ECTS credits, in the first term and the THIRD year of the degree.

Learning outcomes:

1. Know the school curriculum of Social Sciences and its interdisciplinary approach.
2. Know a wide variety of methods, strategies, techniques, and resources to teach Social Sciences in Primary Education.
3. Analyze the objectives and temporal contents of the area of Didactics of Social Sciences: Geography and History and Historical-Artistic Heritage.
4. Understand globalization and its interdisciplinarity approach.
5. Identify the main learning difficulties arising in the transmission of social disciplines.
6. Develop curricular activities adapted to different school realities.

Brief description of the contents: In this subject, we will learn different theoretical frameworks that make it possible to understand the teaching/learning processes of Geography and History.

General contents: Geographical space and its didactic methodology. Historical knowledge and its didactic methodology. Historical-Artistic Heritage will be another important area of knowledge in this subject.

There are no prerequisites.

III.-Learning outcomes

- CGI01. Capacity for analysis and synthesis
- CGI02. Organizational and planning capacity
- CGI03. Oral and written communication in the mother tongue
- CGI06. Information management capability
- CGI07. Troubleshooting
- CGS01. Autonomous learning
- CE01. Ability to understand the complexity of educational processes in general and the teaching - learning in particular , especially those relating to the period from 6 to 12 years (Primary Education) .
- CE02 . Knowledge of contents to be taught, understanding their epistemological singularity and the specificity of their didactics.
- CE06 . Design and development of educational projects and programming units for adapting the curriculum to the sociocultural context .
- CE07 . Design didactic actions related to understanding space and time in schoolchildren. (Space-time perspective)
- CE17. Promote the democratic education of citizens and the practice of critical social thinking.

- 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

I. Teaching Social Sciences

1. Social Sciences: common features and elements.
2. Social Sciences in Primary Education: Curriculum.

II. The geographical space and its didactic proposal

3. Evolution of the Concept of Geography.
4. Didactic Approach to Geography.

III. Notions of geographical space, historical time and sky observation

5. Space Sciences and the Didactics of Astronomy

IV. Historical knowledge and its didactic proposal

6. Evolution of the Concept of History.
7. Didactic Approach to History.

V. Historical-Artistic Heritage in Primary Education

8. Heritage in Education.
9. Didactic Approach to Heritage.

IV.B.-Training activities

Type	Title
Realización de Pruebas	Final written test (on-site)
Group work	Team work. Students will be informed of the work to be done and of whether it can be done either individually or in groups (teaching units, reading texts, planning a museum visit, case studies,etc.)
Individual work	Individual work. Students will be informed of the work to be done and of whether it can be done either individually or in groups (teaching units, reading texts, planning a museum visit, case studies,etc.)



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	10
Related activities: conferences, seminars, etc.	8
Preparation of theoretical sessions and self-study	42
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 15	Theoretical-practical contents of each topic. Time to ask questions.
Practical sessions	Week 1 to Week 15	Students will do individual and/or teamwork face-to-face tasks related to the agenda presented in class. At the beginning of the course, the teacher will explain the work to be done, such as activities, case studies, didactic itineraries, or other tasks.
Academic tutorials	Week 1 to Week 15	Students will be able to ask questions if it is not possible to solve them in the classroom.
Group work	Week 1 to Week 15	Students will do teamwork tasks (the number of students will be determined according to the number of students enrolled in the subject). At the beginning of the course, the teacher will explain the work to be done, such as didactic units or projects, visiting museums, searching for resources didactic, etc...



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

SE 1. WRITTEN TEST. FACE TO FACE WRITTEN EVALUATION TEST IN WHICH TEST-TYPE QUESTIONS, SHORT QUESTIONS AND DEVELOPMENT QUESTIONS CAN BE COMBINED.

Description: Face to face written evaluation test on the essential theoretical contents of the subject.

Weighting: 40%

Minimum grade: 5

Reassessable in extraordinary: YES

Date: On the date established for the official call.

SE2: GROUP WORK. (20% OF THE TOTAL GRADE): GROUP WORK + GROUP EXHIBITION

1st) Mandatory completion of group work

Description: Practical application of theoretical content.

Weighting: 15%

Minimum grade: NO

Reassessable in extraordinary: NO

Date: Week 1 to 14

2nd) Presentation in public defense.

Description: Class presentation of group work.

Weighting: 5%

Minimum grade: NO

Reassessable in extraordinary: NO

Date: Week 14 to 15

SE3: INDIVIDUAL WORKS. (40% OF THE TOTAL GRADE): MANDATORY INDIVIDUAL PRACTICAL TASK

Description: Practical application of theoretical content of the subject.

Weighting: 40%

Minimum grade: 5

Reassessable in extraordinary: YES

Date: Week 4 to 14

EVALUATION OBSERVATIONS:

To consider the subject approved the following must be met:

1º Pass the exam and/or written test with a minimum of 5 out of 10.

2º Submit all the tasks and compulsory practical activities (individual and/or group).

3º The sum of the marks in sections 1 and 2 is at least 5 out of 10.

INDIVIDUAL AND/OR GROUP WORK AND PRACTICES: They must be carried out during the first semester and may consist, for example, of preparing teaching itineraries, teaching programs, planning a visit to a museum, solving practical cases, analysis of teaching resources, reading of texts or summaries, etc... In the indicated cases, you may be asked to make a public presentation/defense in class during the period. The sum of all practices and individual and/or group work will account for a maximum of 60% of the final grade.

IMPORTANT: The completion of ALL PRACTICES and their presentation on time is a NECESSARY REQUIREMENT to be able to be evaluated in the ordinary call.

EXTRAORDINARY ASSESSMENT: Students who do not pass the course during the ordinary assessment period may retake the reassessable assessment components that they have not successfully completed.

ASSESSMENT FOR STUDENTS WITH ACADEMIC EXEMPTION: Students who do not follow the ordinary continuous assessment system may opt for an adapted assessment consisting of: A final written examination (50%) and an individual practical assignment (50%). Students must obtain a minimum grade of **5 out of 10 in both assessment components** in order to pass the course.

EARLY ASSESSMENT: Students who opt for the early assessment system must complete: A written examination covering the theoretical contents of the course (50% of the final grade). and an individual practical assignment (50% of the final grade). A minimum grade of **5 out of 10 must be obtained in both assessment components** in order to pass the course.

GENERAL OBSERVATIONS FOR THE WHOLE ACADEMIC YEAR

1. **PLAGIARISM.** University activities and works submitted should be original. When parts/fragments of other sources are not yours, they have to be properly quoted/referenced/cited. The instances of total or partial plagiarism will be penalized with non-evaluation work or activity and the impossibility of re-evaluation.

2. **SPELLING**

All aspects related to a written expression such as formal presentation, structure, organization of ideas and contents, spelling,



punctuation, etc, will be taken into account in the evaluation process. In other words, all tasks submitted should reach the expected university level. So, concerning writing and presentation, the following criteria will be taken into account: spelling mistakes will count for -0.5 points, each accent mistake -0.3 and every 10 punctuation mistakes -0.5.

3. DISCIPLINE

Academic rules will be explained on the first day of class: discipline rules and reasons why the students can enter or leave the class. Failure to meet these rules will be penalized with -0.5 points from the overall mark and/or being expelled from the classroom.

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 special 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

Barbe-Gall, F. (2018). *Cómo hablar de arte a los niños*. Nerea.
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 Hernández Cardona, F. X. (2018). *Didáctica de las Ciencias Sociales, Geografía e Historia*. Graó.
 Mellado-Moreno, P. C. (2025). *Didáctica de las Ciencias Sociales: Competencias cartográfica e histórica en la sociedad postdigital*. Dykinson.
 Prats, J. (2018). *Didáctica de la Geografía y la Historia*. Graó.
 Santacana i Mestre, J. & Llonch Molina, N. (2012). *Manual de didáctica del objeto en el museo*. TREA.
 Seixas, P., & Morton, T. (2012). *The big six historical thinking concepts*. Nelson Education.
 Trepas, C. A., & Comes, P. (2007). *El tiempo y el espacio en la didáctica de las ciencias sociales*. Graó

Consultation bibliography

Clemente Quijada, L. V., & Barrantes López, C. (2019). Educar en valores a través del patrimonio urbano. En Estrategias y recursos didácticos para la enseñanza de las Ciencias Sociales (pp. 90-105). Pirámide.
 Corbatón Martínez, C. (2023). Romana civitas Caesaraugusta. Un itinerario didáctico interactivo a través de herramientas TIC. REIRE Revista d'Innovació i Recerca en Educació, 16(2), 1-15. <https://doi.org/10.1344/reire.42400>
 Criach Singla, Q., Prat Moratons, M., & Turró Amorós, M. (2022). Cuéntame la historia de tus abuelos: Ciencias Sociales, Matemáticas y Lengua en el grado de Educación Primaria. *Didacticae: Revista de Investigación en Didácticas Específicas*, 11, 172-187. <https://doi.org/10.1344/did.2022.11.172-187>
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 Díaz-Rodríguez, M. del C., Armas-Díaz, A., Sabaté-Bel, F., & Torres-Gutiérrez, F. J. (2021). Luz Marina García Herrera, pionera de la geografía urbana crítica en España. *Scripta Nova: Revista electrónica de geografía y ciencias sociales*, 25(3), 9-31.
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 López Levi, L. (2018). Imaginación geográfica y apropiación territorial, exploración, divulgación científica y narración literaria en el siglo XIX. *Imagonautas: revista Interdisciplinaria sobre imaginarios sociales*, 8(12), 1-18. <https://revistas.usc.edu.co/index.php/imagonautas/article/view/153>
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 Ugalde Quintana, J. (2024). Tiempo y memoria en Aristóteles. *Revista de Filosofía*, 1(49), 133-150. <https://doi.org/10.5209/resf.83475>

IX.-Professors

Name and surname	ROCÍO GONZÁLEZ ANDRIO JIMÉNEZ
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Department	Ciencias de la Educación



Campus	Madrid - Vicálvaro
Category	Profesor/a Ayudante 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	0
No. of positive evaluations by Docencia	2

