

TEACHING GUIDE

DIDACTICS OF SOCIAL SCIENCES II

GRADO EN EDUCACIÓN PRIMARIA (INGLÉS)

ACADEMIC YEAR 2026-27

Publication date: 01-07-2026



I.-Subject Identification

Type	OBLIGATORIA
Teaching period	3 course, 2Q semester
Nº of credits	4.5
Language in wich the subject is taught	English

II.-Presentation

INTRODUCTION

Didactics of Social Sciences II is a compulsory subject of 4.5 ECTS credits, in the second semester of the third year of the Degree in Primary Education. This subject reinforces the content of "Didactics of Social Sciences I" and "Social Sciences in Primary Education". The aim of this subject is to prepare future teachers to implement teaching and learning activities from a pedagogical point of view, take pedagogical decisions and help them to design educational experiences with an interdisciplinary perspective. The main contents of the subject are related to civic and political dimensions of Social Sciences from a pedagogical point of view.

Objectives: Master strategies and methodological resources, along with different types of activities to work on the social contents of Primary Education. Design activities and use different resources to teach the content of Social Sciences. Acquire the basic knowledge to evaluate social science contents, both in relation to students' learning and in the teaching practice. Learn how to analyze practical activities and participate in debates with a constructive, tolerant and critical attitude. Learn how to search for information on the Internet to obtain resources related to Social Science, and to integrate information and communication technologies within the teaching of Social Science in Primary Education.

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
 CGP01. Teamwork.
 CGP03. Skills in interpersonal relationships
 CGP05. Critical reasoning.
 CGS01. Autonomous learning
 CGS07. Creativity.
 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.
 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

Block I. The challenges of today's world: politics, economy, globalization and the environment.

- The Sustainable Development Goals. Political education and democratic education.
- From the different areas of Social Sciences in the Primary Education stage

Block II. Citizenship in the teaching of Social Sciences.

- Human rights, diversity, interculturality and socioeconomic influence on educational performance.
- Approach to the concepts of equality and equity in the educational field.

Block III. Didactic approach to the challenges of today's societies: from critical thinking to "*digital media*".

- Teachers' media competence: social networks and new applications.
- The use of different means of expression as a teaching mechanism for the development of critical thinking.

IV.B.-Training activities

Type	Title
Group work	Team work (works, activities, exercises, etc.)
Resolución de ejercicios	Case studies, readings related to each block of contents
Individual work	Individual work (works, activities, exercises, etc.)



V.-Student workload	
Theoretical sessions	30
Resolution of exercises, problems, case studies, etc.	10
Practical sessions in experimental, technological and clinical laboratories, fieldwork, etc.	0
Tests and/or exams	5
Academic tutorials	10
Related activities: conferences, seminars, etc.	3,5
Preparation of theoretical sessions and self-study	15
Preparation of practical tasks, exercises, case studies, projects, etc.	40
Preparation for tests and/or exams	21,5
Total student workload	135

VI.-Methodology and academic programme		
Type	Period	Content
Practical sessions	Week 5 to Week 14	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, or other tasks
Active methodologies or innovative teaching	Week 1 to Week 1	Joint development of a project and co-evaluation
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.
Theoretical sessions	Week 1 to Week 15	Theoretical-practical contents of each topic. Time to ask questions.
Resolution of exercises, problems, case studies	Week 1 to Week 1	Analysis of practical cases of primary school teachers.



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



SE1. Written Test:

IN-PERSON WRITTEN ASSESSMENT TEST THAT MAY COMBINE MULTIPLE-CHOICE QUESTIONS, SHORT-ANSWER QUESTIONS, AND ESSAY QUESTIONS.

Description: In-person written assessment on the essential theoretical content of the course.

Weight: 40%

Minimum grade: 5

Retake available in extraordinary exam period: YES

Date: On the date set for the official exam call.

SE2: Group Projects

Description: Practical application of theoretical content.

Weight: 25%

Minimum grade: NO

Retake available in extraordinary exam period: NO, since these are practical activities that cannot be replicated under the same conditions in the extraordinary session.

Date: Weeks 1 to 14

SE3: Case Study Resolution

Description: Practical application of theoretical content.

Weight: 15%

Minimum grade: NO

Retake available in extraordinary exam period: NO, since these are practical activities that cannot be replicated under the same conditions in the extraordinary session.

Date: Weeks 1 to 14

SE4: Reading, Text, Film, or Documentary Commentary

INDIVIDUAL PRACTICE

Description: Practical application of the course's theoretical content.

Weight: 20%

Minimum grade: 5

Retake available in extraordinary exam period: YES

Date: Weeks 4 to 14

ASSESSMENT NOTES:

To pass the course, whether in the regular or extraordinary session, the following conditions must be met:

1. Pass the exam and/or written test with a minimum score of 5 out of 10.
2. Complete all mandatory assignments and practical activities.
3. The combined score from sections 1 and 2 must be at least 5 out of 10.

INDIVIDUAL ASSIGNMENTS AND PRACTICAL ACTIVITIES:

These must be completed during the first semester and may include, for example, the creation of didactic itineraries, didactic programs, planning a museum visit, solving case studies, analyzing educational resources, reading texts or writing summaries, etc.

In certain cases, students may be asked to give a presentation or public defense of their work in class during the period.

The total of all individual and/or group assignments and practical activities will account for a maximum of 60% of the final grade.

IMPORTANT: Completing ALL PRACTICAL ACTIVITIES and submitting them on time is a MANDATORY REQUIREMENT to be eligible for assessment in the regular exam session.

EXTRAORDINARY ASSESSMENT:

Students who do not pass the course in the regular session may retake the failed components that are eligible for reevaluation.

EARLY ASSESSMENT:

Students opting for early assessment must take a written test on the theoretical contents of the course (worth 50% of the final grade) and complete an individual practical assignment (worth 50% of the final grade).

Both components must be passed with a minimum grade of 5.

GENERAL OBSERVATIONS FOR THE ENTIRE COURSE:

From all subjects within the Primary Education Degree program, we emphasize the importance of the following to ensure effective work and a positive classroom environment:



1. **PLAGIARISM:** University activities and assignments must be original. When using external sources, they must be properly cited. Cases of total or partial plagiarism will result in the assignment not being graded.
2. **SPELLING:** In evaluating university activities, assignments, and exams, not only will the content be assessed, but also all aspects that contribute to correct written expression, such as formal presentation, structure, organization of ideas and content, correct spelling, punctuation, etc. In short, the writing must meet university-level standards.
Regarding writing and presentation, the following criteria will be applied:
 - 0.5 points will be deducted for each spelling mistake
 - 0.3 points will be deducted for each accentuation error
 - 0.5 points will be deducted for every 10 punctuation errors
3. **DISCIPLINE:** On the first day of class, students will be informed of the rules regarding punctuality, discipline, and entering/leaving the classroom, which must be respected at all times.

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

Bel Martínez, J. C., Colomer Rubio, J. C., & de Alba Fernández, N. (Eds.). (2022). *Repensar el currículum de Ciencias Sociales: prácticas educativas para una ciudadanía crítica*. Tirant Lo Blanch.

Dewey, J. (2004). *Democracia y educación*. Morata.

Freire, P. (2017). *Pedagogía del oprimido*. Siglo XXI.

Miralles Martínez, P., & Gómez Carrasco, C. J. (2023). El uso de metodologías activas en la enseñanza de la historia: estudio de caso en Educación Primaria. *Educación XX1*, 26(1), 277-298. <https://doi.org/10.5944/educXX1.31548>

Ortega Cervigón, J. I., Sánchez Rivera, J. Á., & González Monfort, N. (Eds.). (2024). *El currículum de las Ciencias Sociales: enseñanza-aprendizaje desde las culturas y los valores democráticos*. Octaedro.

Consultation bibliography

Angulo Rasco, J. F. (Ed.). (2022). *Desafíos de la investigación educativa en la era digital*. Narcea.

Cambil Hernández, M. E., Fernández Paradas, A. R., & de Alba Fernández, N. (Eds.). (2023). *La didáctica de las ciencias sociales ante el reto de los Objetivos de Desarrollo Sostenible*. Narcea.

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Estepa Giménez, J., & Ávila Ruiz, R. M. (2023). Ciudadanía crítica y educación social en la formación inicial del profesorado de Ciencias Sociales. *Enseñanza de las Ciencias Sociales*, 22, 7-18. <https://doi.org/10.1344/ECCSS2023.22.2>

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López Torres, E., García Ruíz, C. R., & Sánchez Agustí, M. (2022). Innovación docente en Didáctica de las Ciencias Sociales: análisis de experiencias en Educación Primaria. *Revista Interuniversitaria de Formación del Profesorado*, 36(1), 45-62. <https://doi.org/10.47553/rifop.v36i1.91789>

Pons-Altés, J. M., Vidal Prades, J., & González-Monfort, N. (Eds.). (2025). *La Didáctica de las Ciencias Sociales en la formación de docentes de Infantil y Primaria*. AUPDCS.

Quitizaca-González, L. D., Castillo-Salazar, D. R., & Sarango-Abad, E. J. (2025). Innovación didáctica en la enseñanza aprendizaje de las ciencias sociales en educación básica. *RICEd: Revista de Investigación en Ciencias de la Educación*, 1(1), 125-135. <https://doi.org/10.53877/riced1.1-50>

Ramírez Achoy, J. (2025). Justicia social e investigación en didáctica de las ciencias sociales. *Enseñanza de las Ciencias Sociales. Revista de investigación*, 16, 28-44. <https://doi.org/10.17398/2531-0968.16.28>

Rubio Navarro, A., Bermejo Malumbres, E., & Piazuelo Rodríguez, I. (2025). *Didáctica de las Ciencias Sociales y perspectiva de género: un camino hacia el progreso*. Dykinson.

Simón Márquez, M. M., Fernández Gea, S., Molero Jurado, M. M., Gázquez Linares, J. J., & Molina Moreno, P. (2024). *Innovación docente e investigación en educación y ciencias sociales: desafíos de la enseñanza y aprendizaje en la educación superior*. Dykinson.

IX.-Professors

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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	0
Number of sexennia	0
No. of positive evaluations by Docencia	0