



Universidad
de Alcalá



Centro Universitario
Cardenal Cisneros

STUDY GUIDE

SOCIAL SCIENCES: TEACHING AND LEARNING

Degree in Infant Teacher Training
Bilingual programme
C.U. Cardenal Cisneros
Universidad de Alcalá

Academic year 2025-26

3th Year – 1st Term

STUDY GUIDE

Name of the subject:	SOCIAL SCIENCES TEACHING AND LEARNING
Code:	510021
Studies:	Degree in Infant Teacher Training Bilingual Programme
Department & Area:	Teaching Specific Sciences. Area of Geography, History and Social Sciences.
Character:	Compulsory Formation
ECTS:	8
Year & Term:	3 rd Year, 1 st Term
Lecturer:	Dr. Josué Llull Peñalba
Office hours:	Monday & Tuesday from 13:00 to 14:00
Office number:	32 (first floor)
E-mail:	josue.llull@cardenalcisneros.es
Language:	English

1. INTRODUCTION

The subject Didactics of Social Sciences offers the trainee teacher a meaningful set of methodological resources, competences and knowledge, especially oriented to the Primary Education content area of Science. One of the main focuses of this subject is to approach the Social Sciences from a cross-curricular point of view that integrates several ideas taken from Anthropology, Sociology, Geography, History and Art History.

To have a solid basis in the concepts and problems related to the Social Sciences constitutes an indispensable tool for the trainee teacher to develop his/her future professional competences suitably. Therefore, the importance of this subject within the degree syllabus is shown by its being a compulsory subject.

This subject is associated with the program for the Development of Academic Skills in Undergraduate Degrees of the CUCC, specifically “bibliographic research” and “reading books and scientific articles”, so it includes activities that will be subject to evaluation in it and that are explained below.

For the completion of any academic work, the importance of asking the teacher on the permitted use of artificial intelligence (AI) tools is remembered. If it is not clearly stated in the guide or instructions for specific activities, it is understood that AI should not be used in any case. It is warned that the improper use of these technologies, such as the generation of works without express authorization, can constitute an academic fraud. Therefore, it is recommended to review the university's regulations regarding the use of AI, always act with responsibility and transparency in the learning process and consult with the teacher if they have any questions in this regard.

Requirements

It is required for students have successfully passed the Access Test to the Bilingual Programme (B1 level) and be committed to pursuing B2 Level along this academic year. To ensure success in this subject continuous work during the whole term is recommendable, therefore, it is important to have an active and participative attitude during lessons.

2. COMPETENCES

General competences

- Promover el respeto a los derechos fundamentales y de igualdad entre hombres y mujeres (Competencia transversal del Título de Grado nº 1).
- Promover los valores propios de una cultura de paz y de valores democráticos (Competencia transversal del Título de Grado nº 3).
- Adquirir y comprender los conocimientos necesarios de las distintas áreas de estudio que conforman el título de tal forma que capaciten para la profesión de Maestro en Educación Infantil (Competencia transversal del Título de Grado nº 4).
- Saber aplicar esos conocimientos al trabajo de una forma profesional, demostrando el dominio de las competencias mediante la elaboración y defensa de argumentos y resolución de problemas en dichas áreas de estudio (Competencia transversal del Título de Grado nº 5).
- Ser capaces de recoger e interpretar datos relevantes de las distintas áreas de estudio y de emitir juicios que incluyan una reflexión sobre temas relevantes de índole socioeducativa, científica y ética (Competencia transversal del Título de Grado nº 6).
- Adquirir las habilidades de aprendizaje necesarias para ampliar sus estudios con autonomía (Competencia transversal del Título de Grado nº 8).
- Conocer los objetivos, contenidos curriculares y criterios de evaluación de la Educación Infantil (Competencia propia del Título de Grado nº 1).
- Abordar con eficacia situaciones de aprendizaje de lenguas en contextos multiculturales y plurilingües. Fomentar la lectura y el comentario crítico de textos de los diversos dominios científicos y culturales contenidos en el currículo escolar (Competencia propia del Título de Grado nº 3).
- Fomentar la convivencia en el aula y fuera de ella y abordar la resolución pacífica de conflictos. Saber observar sistemáticamente contextos de aprendizaje y convivencia y saber reflexionar sobre ellos (Competencia propia del Título de Grado nº 4).
- Reflexionar en grupo sobre la aceptación de normas y el respeto a los demás. Promover la autonomía y la singularidad de cada estudiante como factores de educación de las emociones, los sentimientos y los valores en la primera infancia (Competencia propia del Título de Grado nº 5).
- Reflexionar sobre las prácticas de aula para innovar y mejorar la labor docente. Adquirir hábitos y destrezas para el aprendizaje autónomo y cooperativo y promoverlo en los estudiantes (Competencia propia del Título de Grado nº 11).

Specific competences

4. To understand the scientific method and to promote the scientific thinking and the experimentation.
5. To acquire knowledge about the evolution of thinking, customs, beliefs and socio-political changes throughout History.
6. To know the most remarkable events in the History of Sciences and Technology and their importance.
7. To elaborate didactic activities related with the interaction among Science, Technology, Society and Sustainable Development.
8. To promote interest and respect through didactic procedures for both natural and socio-cultural environment.
9. To develop didactic experiences for using ICTs.

3. CONTENTS

UNIT 1: An introduction to Social Sciences.

Science and Human Studies. Concept, theories, and classification of Social Sciences. Main Social Sciences: Anthropology, Sociology, Economics, Politics, Geography, History, Art History, etc. Main areas and themes of Social Sciences. Multidisciplinary/global focus. The central place of Geography and History. Historic development of the Social Sciences. The fathers of the Social Sciences. Human societies, social notions and social changes, a historical approach. Religion, politics, and social movements.

UNIT 2: Planning the Didactics of Social Sciences.

The role of the Social Sciences in the educational system. Changes in the teaching of Social Sciences. The Social Sciences in the current official curriculum. The environment as a framework for learning experiences. Pedagogical theories and methodologies for the didactics of Social Sciences. Learning sequence models. Innovation and good practices: Centres of Interest, Problem/Project Based Learning, Cross-curricular projects, ICTs, Multimedia Learning, Comics, Films, and Visuals. Assessment in Social Sciences. A classification of didactic materials and resources. Social Sciences in bilingual contexts: CLIL/AICLE.

UNIT 3: Space and Time in the Didactics of Social Sciences.

Learning difficulties related to social notions, space, and time. Children's preconceptions about society, politics, economy. Didactic suggestions, resources, and materials for teaching Geography: spatial notions, orientation, cartographic materials, ICTs, human-nature interaction, gamification. Didactic suggestions, resources, and materials for teaching History: historical sources, chronology, timelines, causal relations, drama activities, visual resources, mind maps, thinking & making history.

UNIT 4: Culture, Art, Heritage.

Concept and theories of culture. Play as a cultural manifestation. Cultural expressions and cultural diversity. Multiculturalism vs. Interculturality. Stereotypes, cultural awareness, and Intercultural Education. Cultural Heritage: concept, types, and criteria. The UNESCO World Heritage programme. Heritage Education vs. Heritage

Interpretation. An approach to Art History. Didactic options: biographical, sociocultural, formal, iconological. Teaching curricular contents through Art. Multimedia resources and thinking routines.

Units	Total hours or credits
1. An introduction to Social Sciences	2 ECTS
2. Planning the Didactics of Social Sciences	2 ECTS
3. Space and Time in the Didactics of Social Sciences	2 ECTS
4. Culture, Art, Heritage	2 ECTS

Please notice that the organization of these contents **may change** slightly depending on the characteristics of the group, the evolution of the teaching-learning process, and the introduction of extraordinary activities. In addition, it is possible that the academic calendar influences the proposed schedule. Every change will be suitably notified to students during the term.

4. TEACHING-LEARNING METHODOLOGY. FORMATIVE ACTIVITIES

4.1. Credits Distribution

The total amount of time that the learner has to devote to this formative programme to achieve its aims is 200 hours, of which only 65 are referred to as lesson attendance, receiving input from the lecturer. The rest will be for study and self-organized work.

Total number of hours: 200	
Number of hours of classroom attendance: 68	<ul style="list-style-type: none"> - Theoretical classes: 45 hours - Practical classes: 18 hours - Seminars: 3 hours - Assessment tasks: 2 hours
Number of hours of independent learning: 132	<ul style="list-style-type: none"> - 132 hours of independent work

4.2. Methodology, strategies, materials and didactic resources

As this subject belongs to the Bilingual Programme, the integration of both content and language will be essential for the development of the learning activities in the classroom. This

is why continuous attendance is extremely important. In addition, the methodologies will be varied in each type of class with the aim of experiencing a wide range of innovative resources and didactic possibilities. The lecturer will act as a learning facilitator by providing several resources and explanations in order to make the students achieve the proposed competences. To do this there will be four distinctive classroom organizations.

a. Theoretical classes	Lectures, summaries and outlines of basic contents from each module, discussion and analysis activities, and activities aimed at deepening and reinforcing theory.
b. Practical classes	Case studies, problem solving, research projects, use of Information and Communication Technologies (ICT), group work, oral defence of written assignments, formative outings, participation in socio-educative activities, etc.
c. Seminars	Cooperative learning activities, problem-based learning, debates, group and personal tutorials, work monitoring, etc.
d. Introduction to research projects	Production of essays and other works in which research tasks are required. Every type of work is going to be useful to turn the scientific knowledge into school knowledge.

In this subject, some activities can be conducted as interdisciplinary learning experiences in collaboration with other subjects from the semester study programme. The teacher will inform about that in due time.

In addition, the student will be able to follow the teaching process through different didactic tools and on-line materials that permit both the acquisition of knowledge and self-learning activities. To facilitate this, it is recommended the use of the Cardenal Cisneros virtual campus, available in the following website: <https://learn.cardenalcisneros.es/>

There will be other online tools at students' disposal that are adapted for a complete online teaching and learning process through the platform Microsoft TEAMS, in case of necessity.

There the student has all the documents, materials and other resources for studying. Furthermore, through this website the student will be able to participate in the forums, e-mail and other communication systems among the teacher and the students.

5. ASSESSMENT

Assessment criteria

In this subject the assessment criteria are based on the Primary Education Teacher Training Degree programme, which was approved by the University of Alcalá and the Agencia Nacional de Evaluación de la Calidad y Acreditación.

These assessment criteria describe what a learner is expected to know, understand and be able to do after successful completion of a process of learning. As this is a theoretical-practical subject, the development of the programme will consider both the acquisition of knowledge as well as the application of procedures and the development of competences. To achieve these goals, a number of continuous assessment activities will be proposed to facilitate the learner's progress during the course. Some of these activities will be done in class, with the lecturer's assessment, and others, on the learner's side on a self-study basis.

In the following grid, it is possible to see the correspondences among the specific competencies (SC) and the assessment criteria proposed for this subject. According to these criteria, by the end of this subject **students are expected to:**

Specific Competences	Assessment criteria
<ul style="list-style-type: none"> - To understand the scientific method and to promote the scientific thinking and the experimentation (SC4). 	1. Know, comprehend and correctly use the principal concepts, methods and scientific terminology that support teaching and learning Social Sciences.
<ul style="list-style-type: none"> - To acquire knowledge about the evolution of thinking, costumes, beliefs and socio-political changes all along History (SC5). - To know the most remarkable events in the History of Sciences and Technology and their importance (SC6). 	2. Recognize the main socio-cultural structures and the natural influences that have intervened in the development of human civilization.
<ul style="list-style-type: none"> - To elaborate didactic activities related with the interaction among Science, Technology, Society and Sustainable Development (SC7). - To develop didactic experiences for using ICTs (SC9). 	4. Analyze the Social Sciences curriculum in Infant Education, as well as its difficulties and its cross-curricular relations.
	3. Apply the acquired knowledge for the resolution of activities and practical cases related to the Didactics of Social Sciences.
	5. Evaluate critically a number of resources, materials and didactic strategies for the area of Social Sciences in Infant Education.
	6. Produce and present innovative materials and quality didactic proposals for teaching-learning Social Sciences in Infant Education.
<ul style="list-style-type: none"> - To promote interest and respect through didactic procedures for both natural and socio-cultural environment (SC8). 	7. Show interest in learning as well as active participation during the class sessions.

Now you can see a list in which the assessment criteria are expressed with the percentage that each one has in the global teaching and learning process.

Nº	Criteria	%
1	Know, comprehend and correctly use the principal concepts, methods and scientific terminology that support teaching and learning Social Sciences	30
2	Recognize the main socio-cultural structures and the natural influences that have intervened in the development of human civilization	15
3	Apply the acquired knowledge for the resolution of activities and practical cases related to the Didactics of Social Sciences	10
4	Analyze the Social Sciences curriculum in Infant Education, as well as its difficulties and its cross-curricular relations	10
5	Evaluate critically a number of resources, materials and didactic strategies for the area of Social Sciences in Infant Education	15
6	Produce and present innovative materials and quality didactic proposals for teaching-learning Social Sciences in Infant Education	15
7	Show interest in learning as well as active participation during the class sessions	5

As an added criterion and following the Common European Framework of Reference for Languages: Learning, Teaching, Assessment nomenclature, the EUCC has set the entrance level to the Bilingual Programme at B1. It is necessary to remind learners in the Bilingual Programme that they are supposed to show their progress in their command of the English language throughout the course. This implies that both written and oral assignments are expected to show an adequate progression in the command of the English language. This includes correct use of oral and written English (spelling, syntax, pronunciation, register, etc.), as this language will be the communicative tool in the classroom and learners will be expected to have a high linguistic and communicative competence in English in their future professional careers as Primary teachers.

Learning outcomes

The learning outcomes included in the degree verification report for the Bachelor's Degree in Early Childhood Education corresponding to this subject are:

Learning outcomes	Code
To know the historical development and cultural scope of the main fields of experimental, social and mathematical sciences.	RANSM3
To identify the connections among the sciences of nature, society, technology and the environment as well as their impact on everyday life.	RANSM4
To know the main stages of the evolution of thought, customs, beliefs and	RANSM8

social and political movements throughout history.	
To know how to design didactic proposals in relation to the interaction of science, technology, society and sustainable development.	RANSM9
To know how to carry out educational proposals that arouse interest and promote respect for the natural, social and cultural environment through appropriate educational projects.	RANSM10

Assessment system

The assessment system is based on the “Normativa reguladora de los procesos de evaluación de los aprendizajes” of the University of Alcalá. These regulations establish the following:

1. This subject has one ordinary examination in January and another extraordinary examination in June/July.
2. The **ordinary examination** follows the criteria set in the **continuous assessment** system. To do this, it is compulsory a minimum of 80% of attendance to the classes, as well as day-certain submission of the tasks and an appropriate attitude along the teaching and learning process. Those students who do not cover this minimum must retake the subject in the extraordinary examination.
3. If any student cannot follow the continuous assessment proposed for the ordinary examination, he/she should ask the teacher for the way of applying to the **final assessment system**. This proposal has to be asked in the first two weeks of the term and will be approved or rejected by the CUCC headmaster.
4. The **extraordinary examination** is set for the students who cannot attend the classes or are unable to pass the ordinary examination. It is their own responsibility to contact the teacher in order to know the assessment tasks and exams to be retaken and the way to pass the evaluation criteria that were tested in the classes.
5. In the extraordinary examination, the students must cover **the same evaluation criteria** that are established to pass the subject, although they have to do it by following the final assessment system.
6. Both in the continuous and the final assessment system there is a **content exam** in which the student must demonstrate a sufficient acquisition of the fundamental concepts and theoretical aspects of the subject. There are also **practical exams / exercises** to prove the application of the required skills related to the understanding and analysis of this field of knowledge.
7. To pass the subject, students must demonstrate through a number of assessment criteria that they have **achieved all of the competences** set out in this study guide, with a **minimum mark of 5** to do the final average. Students are **required to complete all the assessed tasks** presented in this study guide. This applies both to the continuous and the final assessment system, and the ordinary and extraordinary examination periods. Exceptions should be carefully considered by the teacher on a reasoned basis, established with documentary evidence, after a personal interview with the interested person.
8. The criteria of both the continuous and the final assessment are detailed in the next section of this study guide.
9. For further explanations about assessment regulations in the University of Alcalá, please visit the following website: <https://www.uah.es/export/sites/uah/es/conoce-la->

uah/organizacion-y-gobierno/.galleries/Galeria-Secretaria-General/Normativa-Evaluacion-Aprendizajes.pdf

Assessment tools

In the following grids, it is listed the number of assessment tools that will be used to measure the student's final mark. The first grid refers to the continuous evaluation modality and the second one refers to the final evaluation modality.

Assessment tools: continuous evaluation

Assessment criteria	Classroom activities	Individual & group projects	Practical exams / assignments	Content examination	Percentage
1. Know, comprehend and correctly use the principal concepts, methods and scientific terminology that support teaching and learning Social Sciences		X	X	X	30
2. Recognize the main socio-cultural structures and the natural influences that have intervened in the development of human civilization				X	15
3. Apply the acquired knowledge for the resolution of activities and practical cases related to the Didactics of Social Sciences	X	X	X		10
4. Analyze the Social Sciences curriculum in Infant/Primary Education, as well as its difficulties and its cross-curricular relations	X	X	X		10
5. Evaluate critically a number of resources, materials and didactic strategies for the area of Social Sciences in Infant Education	X	X	X	X	15
6. Produce and present innovative materials and quality didactic proposals for teaching-learning Social Sciences in Infant Education	X	X			15
7. Show interest in learning as well as active participation during the class sessions	X				5
PERCENTAGE	10	25	25	40	100

Please, notice that these percentages are estimated and **may change** slightly depending on the characteristics of the group and the teaching-learning process.

Assessment tools: final evaluation

Assessment tools	Assessment criteria	Individual projects	Practical exams / assignments	Content examination	Percentage
	1. Know, comprehend and correctly use the principal concepts, methods and scientific terminology that support teaching and learning Social Sciences		X	X	35
	2. Recognize the main socio-cultural structures and the natural influences that have intervened in the development of human civilization			X	15
	3. Apply the acquired knowledge for the resolution of activities and practical cases related to the Didactics of Social Sciences	X	X		10
	4. Analyze the Social Sciences curriculum in Infant/Primary Education, as well as its difficulties and its cross-curricular relations	X	X		10
	5. Evaluate critically a number of resources, materials and didactic strategies for the area of Social Sciences in Infant Education	X	X	X	15
	6. Produce and present innovative materials and quality didactic proposals for teaching-learning Social Sciences in Infant Education	X			15
	7. Show interest in learning as well as active participation during the class sessions				0
	PERCENTAGE	25	25	50	100

During all assessment tasks, the guidelines established in the University of Alcalá Coexistence Regulations must be followed, as well as the possible implications of irregularities committed during those tasks, including the consequences for committing academic fraud, according to the Disciplinary Regulations for Students of the University of Alcalá.

The teaching-learning methodology and the evaluation process will be adjusted to the guidelines of the CUCC Guidance Service and/or the UAH Diversity Attention Unit to apply curricular adaptations to students with specific needs after submitting documentation that proves such need.

6. BIBLIOGRAPHY

Basic bibliography

The first books are considered basic sources to have overview on the Didactics of the Social Sciences. They provide key ideas for studying and comprehending the main concepts and theories of the subject so they are going to be repeatedly mentioned and quoted throughout the whole semester.

- Aranda Hernando, A. M. (2003). *Didáctica del conocimiento del medio social y cultural en Educación Infantil*. Síntesis.
- Feliu Torruella, M. et al. (2015). *Ciencias sociales y Educación Infantil (3-6). Cuando despertó, el mundo estaba allí*. Graó.
- Gudín de la Lama (coord.) (2015). *Didáctica de las Ciencias Sociales en Educación Infantil*. UNIR.
- Rivero García, M. P. (coord.) (2011). *Didáctica de las Ciencias Sociales para Educación Infantil*. Mira Editores.

The following references are focused on some aspects concerning the didactics of History, Geography and Cultural Heritage. They also analyse the learning difficulties children can have and include many suggestions, models and activities for the teaching-learning process in Infant and Primary Education.

- Carrasco Díaz, M. de las M. (2012). *¿Qué y cómo enseñar historia en Educación Infantil?* Cultiva Libros.
- Cooper, H. (2002). *Didáctica de la Historia en la Educación Infantil y Primaria*. Morata.
- Delval, Juan (2014). *El descubrimiento del mundo económico en niños y adolescentes*. Morata.
- Fontal Merillas, O. (2003). *La educación patrimonial. Teoría y práctica en el aula, el museo e internet*. Trea.
- Feliu Torruella, M.; Hernández Cardona, X. (2011). *12 Ideas clave: Enseñar y aprender historia*. Graó.
- García, A. y Llull, J. (2009). *El juego infantil y su metodología*. Editex.
- Guerrero Elecalde, R., y López Serrano, M. A. (2022). *Buenas prácticas para la Didáctica de las Ciencias Sociales: Material docente en la enseñanza de la historia local en el Grado de Educación Primaria*. Editorial Académica Española.
- Hernández Carretero, A. M. (coord.) (2019). *Estrategias y recursos didácticos para la enseñanza de las Ciencias Sociales*. Pirámide.
- Leeder, A. (2006). *100 ideas for teaching Geography*. Continuum.
- Liceras Ruíz, A. (2000). *Tratamiento de las dificultades de aprendizaje en Ciencias Sociales*. Grupo Editorial Universitario.
- Liceras Ruiz, A., y Romero Sánchez, G. (coords.) (2016). *Didáctica de las Ciencias Sociales: Fundamentos, contextos y propuestas*. Pirámide.
- Murphy, J. (2011). *100 ideas for teaching History*. Continuum.
- Tonda Monllor, E. M. (2001). *La didáctica de las Ciencias Sociales en la formación del profesorado de Educación Infantil*. Universidad de Alicante.
- Trepát, C. A.; Comes, P. (1998). *El tiempo y el espacio en la didáctica de las ciencias sociales*. Graó.

Various Authors (2006). *La interdisciplinariedad en las ciencias sociales*. Anthropos.

Various Authors (2016). *El aprendizaje basado en proyectos (ABP) en Ciencias Sociales*. Graó.

Electronic resources

Teacher's blog

<http://www.arteconografia.net/>

Internet sources

<https://educahistoria.com/>

<https://historicalthinking.ca/>

<https://intef.es/>

<http://mediateca.educa.madrid.org/>

<http://whc.unesco.org/en>

<https://www.britishmuseum.org/learn/schools/ages-7-11>

<http://www.schoolhistory.co.uk/>

<http://www.timelineindex.com/content/select/142/45,142>

<http://www.ub.es/histodidactica/>

All Web references were accessible at the time of publishing this study guide.