

Degree	Type	Year
Primary Education	OB	2

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

Non prerequisites

Objectives and Contextualisation

- To analyse the Primary Education curriculum related to Natural, Social and Cultural Environment Education.
- To interpret the curriculum in terms of several criteria to select, organise or order school contents related to natural and social education.
- To identify and value the contributions of experimental sciences to teaching and learning, for a definition of a school science.
- To identify and value the contributions of social sciences, geography and history to teaching and learning, for the building of a geographical space, historical time and social studies in the school
- To value equality between all human beings.

Competences

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Develop and evaluate contents of the curriculum by means of appropriate didactic resources and promote the corresponding skills in pupils.
- Developing and evaluating content of the curriculum using appropriate teaching resources and promoting the acquisition of basic skills by students.
- Know the basic curriculum of the social sciences.
- Know the curricular areas of Primary Education, the interdisciplinary relation between them, the evaluation criteria and the body of didactic knowledge regarding the respective procedures of education and learning.
- Know the school curriculum for these sciences.
- Maintain a respectful attitude to the natural, social and cultural environment to foster values, behaviours and practices that attend to gender equality, equity and respect for human rights.
- Understanding the basic principles and fundamental laws of the experimental sciences (physics, chemistry, biology and geology).
- Understanding the basic principles of the social sciences.

Learning Outcomes

1. Apply models for teaching social sciences in developing the curriculum on knowledge of the Environment.
2. Apply models of experimental sciences to the development of the curriculum on knowledge of the pec.
3. Being able to apply scientific knowledge in order to interpret and act on the phenomena in everyday life.
4. Being able to develop basic skills from the Environmental Studies curriculum in the students.
5. Being able to use basic models of the experimental sciences in order to interpret and act on the phenomena in everyday life.
6. Correctly relating the contents of Environmental Studies with the possible contributions in the corresponding skills.
7. Demonstrate that attitudes regarding gender equality are identified, practiced and defended.
8. Demonstrate that attitudes regarding human rights as knowledge and tools for coexistence are identified, practiced and defended.
9. Demonstrate that attitudes regarding sustainability of the natural environment are identified, practiced and defended.
10. Explain the explicit or implicit code of practice of one's own area of knowledge.
11. Identifying and analysing aspects of interdisciplinarity present in the curriculum, taking into account aspects of the content, of the methodology of teaching and of the processes for learning the social and experimental sciences.
12. Identifying the purposes, content and structure of the experimental sciences in the nature studies curriculum in primary education.
13. Identifying the purposes, content and structure of the social sciences in the social environment curriculum in primary education.
14. Knowing how to design didactic sequences and evaluate them, based on consistent teaching resources.
15. Knowing how to interpret the contents of Environmental Studies and assess the learning using curriculum materials and relevant resources.

Content

Introductory block:

1. Purposes of teaching and learning the natural and social environment.
2. Visit to Can Magrans

Social and cultural media block:

1. Key social concepts
2. Citizenship
3. Landscape
4. Historical time

Natural and technological environment block:

1. School science
2. School Scientific Models and Mental Models
3. The inquiry
4. The technological process

Common block of interdisciplinary didactic design:

1. Sequencing of activities
2. The evaluation of learning
3. Field trips
4. Good Questions

Application Block:

1. Trip to Empúries
2. Design and presentation of an outing somewhere in Catalonia

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
(Seminars) Work spaces in reduced groups (1/3 out of the whole group) supervised by the professor. These sessions are devoted to deepen the contents tackled in whole group sessions. In these seminars, students work in groups to analyse and elaborate report	25	1	
(Whole group) Field trip Outdoor activity	15	0.6	
(Whole group sessions) Presentations about basic content knowledge carried out by the professor. These sessions are offered to the whole group and allow discussing main contents promoting students' active participation.	43	1.72	2, 14
Type: Supervised			
Tutorials and assessment of students' reports and papers (case studies, posters, oral presentations, lab reports, field trip...)	42	1.68	
Type: Autonomous			
Students' elaboration of papers, seminar reports, and tasks related to the whole group sessions. Students' search for information and materials, study and preparation of exams, readings.	125	5	

This subject has been planned taking into account that there will be:

- Presentations by the teaching staff of the contents and basic issues of the syllabus
- Debates and discussions in small groups by students to analyse and prepare evaluation, study and/or case resolution reports
- Cooperative learning by students to deepen the contents and themes worked on during the lectures.
- Use of digital tools to carry out the different activities that are carried out in master classes, seminars and laboratory practices
- A two-day trip to Empúries, for groups 21 and 31 on April 7 and 8, 2026, and for groups 41 and 71 on April 12 and 13, 2026. Attendance at the outing is compulsory, and if for a justified reason (work or health) the student cannot attend, there will be an alternative job.

Note: 15 minutes of a class will be reserved, within the calendar established by the centre/degree, for students to complete the surveys for the evaluation of the performance of the teaching staff and the evaluation of the subject/module.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Individual assessment about knowledge developed (Written exam about content knowledge. Block 1, individual)	50%	0	0	2, 1, 10, 11, 12, 13, 6, 14, 15, 4, 3, 5
Preparation of reports relevant to each of the contents to be worked on (Block 2, group)	25%	0	0	2, 1, 9, 7, 8, 10, 11, 12, 13, 6, 14, 15, 4, 3, 5
Presentation of the analysis made on fieldwork, outings and interdisciplinarity (Block 3, group)	25%	0	0	2, 1, 9, 7, 8, 10, 11, 12, 13, 6, 14, 15, 4, 3, 5

Continuous assessment:

The continuous evaluation of the subject includes:

1. AC1: Individual written exams (50% subject grade), including:
 - Exam of the social environment block (11/11/2025).
 - Exam of the natural environment block (20/01/2026).
 - Exam of the interdisciplinary common block (12/05/2026).

1. AC2: Group deliveries after the seminars (25% subject grade): The teaching staff will request throughout the course tasks associated with the seminars that will have to be delivered through the Virtual Campus. In the event that a delivery is not delivered on time, it will have a value of 0, and will average the rest of the deliveries. Each teacher may, if he or she deems it appropriate, request changes in the submissions that do not meet minimum criteria, and a specific delivery period will be established at any given time.
2. AC3: Delivery and presentation of the Post-Empúries Project (25% subject): Includes the grading of the written work and its oral presentation, as well as the carrying out of activities before, during and after the visit to Empúries. The attitude and involvement of the students during these activities will also be taken into account.

In order to pass the subject with continuous assessment modality, it is necessary:

1. Have an average equal to or greater than 5 in the individual exams (AC1), that is, the average of the three exams (social environment, natural environment and interdisciplinary block), with a minimum grade of 3.5 out of 10 in each of the parts. Otherwise, it will be necessary to take a single exam to recover the subject on 2/06/2026, which will include content from the entire course. The maximum grade for this retake exam is 5.
2. Have attended 80% of the sessions corresponding to seminars, laboratories and outings. Otherwise, students will have to submit a set of tasks equivalent to those carried out during the seminars, and they will have to submit it on the recovery date (2/06/2026). In this case, the maximum grade that can be recovered is a 5.
3. To have obtained a 5 or more in the average grades of the Seminars (AC2). Otherwise, students will have to submit a set of tasks equivalent to those carried out during the seminars, and they will have to submit it on the recovery date (2/06/2026). In this case, the maximum grade that can be recovered is a 5.
4. To have actively participated in all workshops during the outing of Empúries. Task AC3 is not recoverable.

A person will be considered to automatically fail the subject without any type of retake if:

1. Commits some type of fraudulent practice: deliberately cheating in any exam, falsifying a document or pretending to be another person, use of wearable technologies (glasses, headphones, etc.) that facilitate the resolution of assessment tasks, etc.
2. Deliberately failing to comply with the laboratory's safety regulations, endangering personal or others' physical integrity.
3. Deliberately failing to comply with the rules of safety and coexistence during any of the outings or seminars.

Unique assessment

The unique assessment of the subject includes:

1. AU1: Single exam (Individual - 50% subject), which will have 3 parts: content on the natural environment, content on social environment, and content on didactic design and interdisciplinarity, on 12/05/2026. The joint grade of the test must be 5 out of 10, with a minimum grade of 3.5 out of 10 in each of the parts.
 1. AU2: Individual delivery equivalent to the deliveries after the seminars (Individual - 25% subject), which will include the delivery of the set of tasks requested by the teachers throughout the course in a single document. The criteria for correction and grading of work will be equivalent to those used in the continuous assessment format, but a short oral presentation is added to defend the document that demonstrates the authorship and authenticity of the learning.
 2. AU3: Delivery and presentation of the Post-Empúries Project (Individual - 25% subject): Includes the grade of the written work and its oral presentation, as well as graphic evidence of the visit to Empúries on dates prior to the delivery of the work.

All single assessment tests will be held in person on 12/05/2026, coinciding with the exam that will be taken by the continuous assessment students of the interdisciplinary common block.

The conditions for passing or failing the subject in single assessment format are the same as those of continuous assessment, and the recovery mechanisms of the different blocks as well, being on the same date (2/06/2026).

Summary Test:

In the case of students who sit in the second call or more, who in previous years have submitted and passed the tasks AC2 and AC3, they may take a single synthesis test that consists of a single exam that includes content from the entire course. The date of the final exam will be 12/05/2026.

Use of AI in tasks throughout the course:

In this subject, the use of Artificial Intelligence (AI) technologies is allowed as an integral part of the development of the work, provided that the final result reflects a significant contribution of the student in the analysis and personal reflection. The student will have to clearly identify which parts have been generated with this technology, specify the tools used and include a critical reflection on how they have influenced the process and the final result of the activity. Lack of transparency in the use of AI will be considered a lack of academic honesty and may result in a penalty in the grade of the activity in the form of a zero, or greater penalties in cases of seriousness, which may include failing the subject.

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Software

non

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(PLAB) Practical laboratories	211	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	212	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	311	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	312	Catalan	annual	morning-mixed
(PLAB) Practical laboratories	411	Catalan	annual	afternoon
(PLAB) Practical laboratories	412	Catalan	annual	afternoon
(PLAB) Practical laboratories	711	English	annual	afternoon
(PLAB) Practical laboratories	712	English	annual	afternoon
(SEM) Seminars	211	Catalan	annual	morning-mixed
(SEM) Seminars	212	Catalan	annual	morning-mixed
(SEM) Seminars	311	Catalan	annual	morning-mixed
(SEM) Seminars	312	Catalan	annual	morning-mixed
(SEM) Seminars	411	Catalan	annual	afternoon
(SEM) Seminars	412	Catalan	annual	afternoon

(SEM) Seminars	711	English	annual	afternoon
(SEM) Seminars	712	English	annual	afternoon
(TE) Theory	21	Catalan	annual	morning-mixed
(TE) Theory	31	Catalan	annual	morning-mixed
(TE) Theory	41	Catalan	annual	afternoon
(TE) Theory	71	English	annual	afternoon