

Postgraduate Diploma

Teaching of Geography and History in Primary Education





Postgraduate Diploma

Teaching of Geography and History in Primary Education

- » Modality: online
- » Duration: 6 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Website: www.techtute.com/us/education/postgraduate-diploma/postgraduate-diploma-teaching-geography-history-primary-education

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01

Introduction

Primary school teachers face great challenges in their daily teaching. One of them is the technological advance and also the new demands of their students who wish to obtain information in a more dynamic way and according to the current reality. But in subjects such as Geography and History, when faced with spatial and ancient facts, it is ideal to possess innovative techniques for teaching their subjects. In this sense, TECH at the forefront of university education has created this 100% online program, where the graduate will get all the tools for Teaching of Geography and History in Primary Education in an agile way, which will help you achieve your goal comfortably and with the quality you want.





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This academic program is based on the innovative and updated teaching of Teaching of History and Geography in Primary Education and the graduate will have a high level professional profile in the subject”

Today's teacher must possess new skills and competencies that lead to greater success in student learning outcomes. Especially when we talk about the Primary Education level, it is necessary to understand a teaching didactics adjusted to its requirements, as well as to the technological reality that we live in.

This Postgraduate Diploma includes the latest trends on the subject, where the graduate will understand their true role in the classroom, learn new techniques to stimulate the assimilation of content, the use of ICT as a complementary development, among other aspects that will enrich their performance with students of Geography and History of Primary School.

Likewise, the basic principles and current legislation on the education of children with special needs in regular schools will be discussed and all the methodologies and strategies for the teaching-learning of Geography and History adapted to this group of the school population will be presented. In this way, the future professional will have a broadened vision according to the maximum demands of the global educational market.

TECH offers 100% online teaching, with the highest quality through its educational platform, which is available to students 24 hours a day. Therefore, you will have the freedom to choose the best time to study without inconvenience or loss of time. A new way to update knowledge and prepare for the future that is today.

This **Postgraduate Diploma in Teaching of Geography and History in Primary Education** contains the most complete and up-to-date educational program on the market. The most important features include:

- ♦ The development of case studies presented by experts in Geography and History Didactics for Primary School
- ♦ The graphic, schematic, and practical contents with which they are created, provide practical information on the disciplines that are essential for professional practice
- ♦ Practical exercises where self-assessment can be used to improve learning
- ♦ Its special emphasis on innovative methodologies
- ♦ Theoretical lessons, questions to the expert, debate forums on controversial topics, and individual reflection assignments
- ♦ Content that is accessible from any fixed or portable device with an Internet connection



Become one of the Primary School teachers who do not go unnoticed due to their teaching didactics, with the implementation of avant-garde methods in the explanation of Geography and History facts”

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Thanks to the study of this program, you will learn in detail the most innovative explanatory and public speaking techniques to capture the attention of primary school students in the classroom”

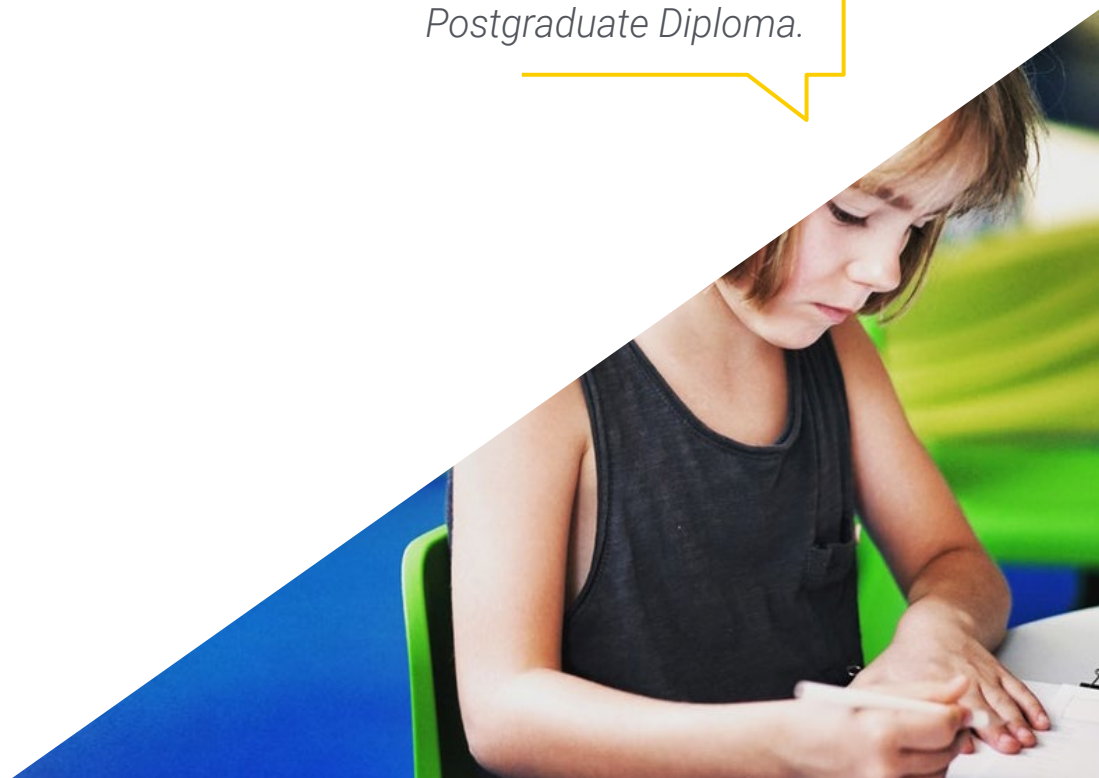
The program's teaching staff includes professionals from the sector who contribute their work experience to this training program, as well as renowned specialists from leading societies and prestigious universities.

Its multimedia content, developed with the latest educational technology, will provide the professional with situated and contextual learning, i.e., a simulated environment that will provide an immersive education programmed to learn in real situations.

This program is designed around Problem-Based Learning, whereby students must try to solve the different professional practice situations that arise throughout the program. For this purpose, students will be assisted by an innovative, interactive video system created by renowned and experienced experts.

You will explore new knowledge that will allow you to obtain a renewed profile as a Primary Education teacher in only 450 hours of study.

Implement new approaches in the teaching of geographic space from an intercultural and dynamic approach, after completing this Postgraduate Diploma.



02

Objectives

The modern design and study methodology implemented in the development of this academic program will allow the graduate to have a renewed profile in a short period of time. You will acquire the necessary skills and abilities to innovate in your classroom with the implementation of new techniques and tools for your students to evolve in the learning of Geography and History studies, subjects that generate certain complexity for many children and that must be expressed in a dynamic way by their teacher.





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You will develop all the necessary qualities that the Geography and History teacher in Primary Education should have, to help their students to obtain the best results”



General Objectives

- ♦ Define the curriculum of Social Sciences
- ♦ Acquire knowledge and skills in teaching Geography and History addressed to Primary School students, from an integrative and ethical perspective whereby Cultural Heritage is the common link between the branches that encompass the Social Sciences
- ♦ Use the necessary tools to put into practice the knowledge learned, and elaborate and defend well-substantiated solutions to potential educational problems
- ♦ Design and plan teaching and learning processes through the use of a method that integrates the subjects of History and Geography from an instructive and cultural perspective
- ♦ Define the value of Cultural Heritage and its role in understanding, educating and developing today's society through the subjects of Geography and History
- ♦ Promote democratic, critical and diverse education in the classroom, taking into account gender equality, equity and the value and importance of human rights, among others
- ♦ Explain the educational dimension of teachers with respect to the functions they perform and their role in the cognitive development of students
- ♦ Apply in the classroom the Information and Communication Technologies (ICT) that can contribute in a beneficial way to the smooth running of the classroom and student learning
- ♦ To acquire competencies in which the Postgraduate Diploma student is able to interconnect the subjects of Geography and History with other disciplines, in order to innovate and enrich the teaching-learning process in the classroom





Specific Objectives

Module 1. The Teacher's Role

- ♦ Develop appropriate public speaking and behavioral skills and techniques to create a conducive teaching environment in the classroom and to improve and enhance students' learning ability
- ♦ Gain detailed knowledge of the most innovative expository techniques to improve classroom behavior

Module 2. Teaching Geography

- ♦ Explain the didactics of Geography, taking into account the topics referred to in the Primary School Curriculum, the materials and resources available to develop the lesson in class, as well as the relationship between Geography and Cultural Heritage, its conservation and enhancement
- ♦ Explain the specific problems of teaching geographic space using an intercultural approach

Module 3. Teaching of History

- ♦ Define the teaching approach to History while addressing the topics included in the Primary School curriculum and the materials and resources available to teach the lesson in class
- ♦ Understand the link between History and Cultural Heritage, its preservation and promotion

03

Course Management

With the aim of providing academic programs of high educational level and with the quality and exclusivity that the student deserves, TECH joins great professionals with extensive experience in the subject of study, to develop a unique curriculum in the market that shows the most relevant and essential aspects of Teaching of Geography and History in Primary Education, in this case. This is how the graduate will have the guarantees demanded by today's educational sector and will evolve towards professional success.





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Experts in History, Geography and related areas have prepared exclusive content for this academic program at the highest educational level”

Management



Dr. Marina Belso Delgado

- ♦ Art historian and researcher
- ♦ Murcia Cathedral Museum Guide
- ♦ External evaluator at Eviterna Magazine
- ♦ Extracurricular Internships at the Salzillo Museum
- ♦ Dr. in Art History from the University of Murcia
- ♦ Degree in History of Art from the University of Murcia
- ♦ Internship student at the Easter Museum of Crevillente
- ♦ Master's Degree in Historical, Artistic and Cultural Heritage Management and Research from the University of Murcia
- ♦ Expert in Sculpture and Sculptors of the Royal Academies of Spain
- ♦ Member of the culture team of the Municipal Board of the Center East of Murcia

Professors

Ms. Estefanía Antón López

- ♦ Specialist in digital competences for tourist destinations and travel agencies the Valencian Community
- ♦ Expert in Cataloging of materials and bibliographic collections of the Pusol Museum
- ♦ Master's Degree in the Protection of Historical and Artistic Heritage: by the University of Granada

Ms. Andrea Carbonell Andreu

- ♦ Art Historian
- ♦ Master's Degree in Cultural Heritage: Identification, Analysis and Management University of Valencia



Mr. Luis Pueyo García

- ♦ High School Teacher in the areas of Social Sciences, Geography, History and History of Art
- ♦ Historian
- ♦ Head of the Didactic Department in IES La Torreta High School
- ♦ Degree in History, University of Alicante
- ♦ Master's Degree in History and Hispanic Identities in the Western Mediterranean

Mr. Antonio Gálvez Ruiz

- ♦ Pricing analyst at Aliseda Inmobiliaria
- ♦ Anida's control technician
- ♦ Architect at Arial Technical
- ♦ Architect at AD Architecture, their own studio
- ♦ Architect at MORAL Architecture
- ♦ Graduate in Fundamentals of Architecture from Nebrija University
- ♦ Master's Degree in Architecture from Nebrija University
- ♦ Master's Degree in Teacher Training for Compulsory Secondary Education, Baccalaureate and Vocational Training from the Madrid Polytechnic University

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Take the opportunity to learn about the latest advances in this field in order to apply it to your daily practice”

04

Structure and Content

This curriculum includes a specialized syllabus for teaching Primary Education and the most effective methodology for teaching Geography and History subjects to students at this level. At the end of this Postgraduate Diploma, the teacher will be able to instruct in an attractive way and adjusted to current requirements. There will be 450 hours of study that the student of this program will be able to adjust to their current agenda without any inconvenience, due to the fact that the 100% online modality implemented by TECH and its progressive evaluation method will allow them to accomplish the goal at their own pace and with the highest quality of the content developed by great experts in the field.



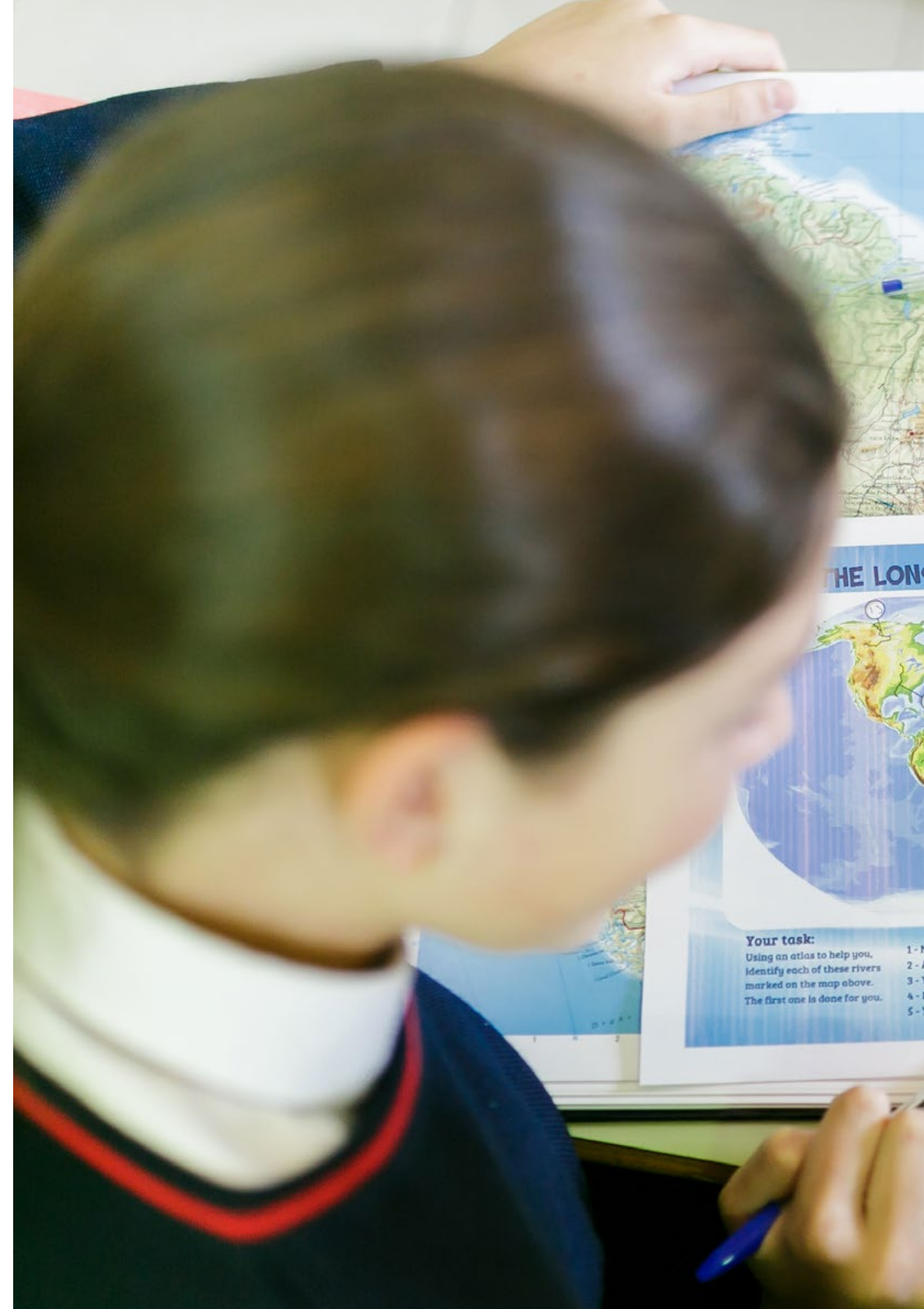


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This curriculum includes all the necessary content for the teacher who wishes to innovate in the teaching of Primary Education”

Module 1. The Teacher's Role

- 1.1. Teaching and Learning Styles
 - 1.1.1. Theoretical Foundation: Introduction
 - 1.1.2. Teaching Styles
- 1.2. Teachers' General Methodological System
 - 1.2.1. Teaching Methodology
 - 1.2.2. Impact of Teaching Styles on Students' Cognitive, Social, Emotional, and Attitudinal Outcomes
- 1.3. Expository Technique: Behaviors and Skills
 - 1.3.1. What Attitude Should Teachers Adopt in Class
 - 1.3.2. Techniques to Improve Presenting the Syllabus in Class
 - 1.3.3. Tools to Support the Lesson
- 1.4. How to Stimulate the Students Application to the Subjects of Geography and History
 - 1.4.1. Link Student Interests to the Subject
 - 1.4.2. Variety in Organization and Structure
 - 1.4.3. Students as Protagonists
- 1.5. Teaching Work
 - 1.5.1. Educational Components in Teaching Work
 - 1.5.2. Orienting Students' Independent Work
- 1.6. Elaborating Objective Tests for Primary Education
 - 1.6.1. Selecting the Content of the Test
 - 1.6.2. Drafting Questions or Items
 - 1.6.3. Correcting and Grading
 - 1.6.4. Presentation
- 1.7. Complementary Support to Classroom Explanation: Using ICT
 - 1.7.1. ICT as a Support for the Transmission of Knowledge
 - 1.7.2. How to Introduce them into the Discourse?
 - 1.7.3. Personal Development and ICT: Fostering Responsibility and Autonomy
 - 1.7.4. ICT as Generator of New Teaching Methodologies
- 1.8. Teaching Children with Special Needs: Introduction
 - 1.8.2. Teacher Training in Disabilities. Current State
 - 1.8.3. Special Education in Regular Schools. Support Services Available



- 1.9. Methodologies and Strategies for Geography and History Education Adapted for Children with Special Needs
 - 1.9.1. Educational Services for Children with Disabilities
 - 1.9.2. Strategies to Integrate Them into the Geography and History Classroom. Significant Examples

Module 2. Teaching of Geography

- 2.1. Geography as a Discipline
 - 2.1.1. Definition and objectives
 - 2.1.2. Historical Evolution of the Subject
 - 2.1.3. Theoretical Background in Teaching Geography
- 2.2. Geographic Space and Primary Education: Studying the Environment
 - 2.2.1. Objectives and Purpose of Teaching Geography in the Classroom
 - 2.2.2. Teachers' Geographic Competencies: Knowledge, Skills and Geographic Education
 - 2.2.3. The Limitations of Geography in Current Curricula
 - 2.2.4. Geography and Society
- 2.3. Evolution of the Concept of Space and the Perception of the City in Primary Education
 - 2.3.1. Teaching and Learning Geography: Building the Concept of Space in Children
 - 2.3.2. Spatial Representation Development
 - 2.3.3. Children and Understanding the World around Them: The Countryside and the City
 - 2.3.4. Interculturality in Geography
- 2.4. Teaching Materials and Resources for Geography Education
 - 2.4.1. Learning the Language of Geography: Vocabulary, Maps and Graphs
 - 2.4.2. Instruments for Geographic Analysis: Compass and Other Measuring Devices
 - 2.4.3. Comparative and Classificatory Charts
- 2.5. Physical Geography
 - 2.5.1. What Is Physical Geography?
 - 2.5.2. The Contents of Physical Geography in the Elementary School Curriculum



- 2.6. Procedures in Physical Geography
 - 2.6.1. Direct Observation
 - 2.6.2. Orientation in Space
 - 2.6.3. Map Analysis and Graphical Representations
 - 2.6.4. Methodological Aspects
 - 2.6.5. Space Categorization
 - 2.6.6. Complementary Activities
- 2.7. Human Geography
 - 2.7.1. What Is Human Geography?
 - 2.7.2. Contents of Human Geography in the Elementary School Curriculum
- 2.8. Procedures in Human Geography
 - 2.8.1. Procedures to Work in Urban Settings
 - 2.8.2. Population Pyramids: Preparation, Forms and Analysis
 - 2.8.3. Methodological Aspects
 - 2.8.4. Complementary Activities
- 2.9. Learning Geography through Cultural Heritage
 - 2.9.1. Narrative Landscapes: The Representation of Geographic Environments in Art
 - 2.9.2. Geographical Environments and its Value as Heritage
 - 2.9.3. Cultural Heritage Contributions to Teaching Geography in Primary Education

Module 3. Teaching of History

- 3.1. History as a Discipline
 - 3.1.1. Definition and objectives
 - 3.1.2. Historical Evolution of the Subject
 - 3.1.3. Theoretical Background in Teaching History
- 3.2. Teaching to Think History: Studying Historical Events
 - 3.2.1. Objectives and Purpose of Teaching History in the Classroom
 - 3.2.2. Teachers' Historical Competencies: Knowledge, Skills and Geographic Education
 - 3.2.3. The Limitations of History in Current Curricula
- 3.3. Historiographical Approaches, Impact and Reality of Teaching History
 - 3.3.1. Historiographical Approaches in Textbooks
 - 3.3.2. The Reality of Teaching History in the Classroom





- 3.4. The Evolution of the Concept of Time in Primary Education
 - 3.4.1. Teaching Time in Primary Education: Introduction
 - 3.4.2. Chronological and Historical Time. Methodologies and Teaching Techniques
 - 3.4.3. Developing Historical Thinking and Understanding Reality
- 3.5. Teaching Materials and Resources for History Education
 - 3.5.1. Learning Historical Language: Vocabulary and Timelines
 - 3.5.2. Historical Analysis Tools: Sources of Information and Historical Objects
 - 3.5.3. Comparative and Classificatory Charts
 - 3.5.4. Photography as a Documentary Source
 - 3.5.5. Cinema and Historical Documentaries
- 3.6. Historical Periods in the Classroom: Duration and Relevant Historical Events
 - 3.6.1. What Are Historical Periods?
 - 3.6.2. Contents of History in the Elementary School Curriculum
- 3.7. Historical Periods of the Iberian Peninsula
 - 3.7.1. Iberian Peninsula History for Children: Introduction
 - 3.7.2. Iberian Peninsula History Contents in the Primary Education Curriculum
- 3.8. Procedures in History
 - 3.8.1. Orientation in Time
 - 3.8.2. Adapted Maps and Drawings
 - 3.8.3. Methodological Aspects
 - 3.8.4. Complementary Activities
- 3.9. History and Cultural Heritage
 - 3.9.1. Conceptions on Teaching and Disseminating Cultural Heritage in the History Classroom
 - 3.9.2. Cultural Heritage Contributions to Teaching History
 - 3.9.3. Valuing Historical Heritage in the Classroom
- 3.10. Incorporating the Historical Study of Women in Primary Education
 - 3.10.1. The Role Played by Women in History
 - 3.10.2. Analysis and Reflection on the Presence of Women in the Current Contents of the Primary Education Curriculum
 - 3.10.3. How to Incorporate the Historical Study of Women in the Classroom?

05

Methodology

This training program offers a different way of learning. Our methodology uses a cyclical learning approach: **Relearning**.

This teaching system is used, for example, in the most prestigious medical schools in the world, and major publications such as the **New England Journal of Medicine** have considered it to be one of the most effective.





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Discover Relearning, a system that abandons conventional linear learning, to take you through cyclical teaching systems: a way of learning that has proven to be extremely effective, especially in subjects that require memorization"

At TECH Education School we use the Case Method

In a given situation, what should a professional do? Throughout the program students will be presented with multiple simulated cases based on real situations, where they will have to investigate, establish hypotheses and, finally, resolve the situation. There is an abundance of scientific evidence on the effectiveness of the method.

With TECH, educators can experience a learning methodology that is shaking the foundations of traditional universities around the world.



It is a technique that develops critical skills and prepares educators to make decisions, defend their arguments, and contrast opinions.

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Did you know that this method was developed in 1912, at Harvard, for law students? The case method consisted of presenting students with real-life, complex situations for them to make decisions and justify their decisions on how to solve them. In 1924, Harvard adopted it as a standard teaching method”

The effectiveness of the method is justified by four fundamental achievements:

1. Educators who follow this method not only grasp concepts, but also develop their mental capacity, by evaluating real situations and applying their knowledge.
2. The learning process is solidly focused on practical skills that allow educators to better integrate the knowledge into daily practice.
3. Ideas and concepts are understood more efficiently, given that the example situations are based on real-life teaching.
4. Students like to feel that the effort they put into their studies is worthwhile. This then translates into a greater interest in learning and more time dedicated to working on the course.



Relearning Methodology

At TECH we enhance the case method with the best 100% online teaching methodology available: Relearning.

Our University is the first in the world to combine case studies with a 100% online learning system based on repetition, combining a minimum of 8 different elements in each lesson, which represent a real revolution with respect to simply studying and analyzing cases.



Educators will learn through real cases and by solving complex situations in simulated learning environments. These simulations are developed using state-of-the-art software to facilitate immersive learning.

At the forefront of world teaching, the Relearning method has managed to improve the overall satisfaction levels of professionals who complete their studies, with respect to the quality indicators of the best online university (Columbia University).

With this methodology we have trained more than 85,000 educators with unprecedented success in all specialties. All this in a highly demanding environment, where the students have a strong socio-economic profile and an average age of 43.5 years.

Relearning will allow you to learn with less effort and better performance, involving you more in your specialization, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation to success.

In our program, learning is not a linear process, but rather a spiral (learn, unlearn, forget, and re-learn). Therefore, we combine each of these elements concentrically.

The overall score obtained by our learning system is 8.01, according to the highest international standards.



This program offers the best educational material, prepared with professionals in mind:



Study Material

All teaching material is produced by the specialist educators who teach the course, specifically for the course, so that the teaching content is really specific and precise.

These contents are then applied to the audiovisual format, to create the TECH online working method. All this, with the latest techniques that offer high quality pieces in each and every one of the materials that are made available to the student.



Educational Techniques and Procedures on Video

TECH introduces students to the latest techniques, with the latest educational advances, and to the forefront of Education. All this, first-hand, with the maximum rigor, explained and detailed for your assimilation and understanding. And best of all, you can watch them as many times as you want.



Interactive Summaries

The TECH team presents the contents attractively and dynamically in multimedia lessons that include audio, videos, images, diagrams, and concept maps in order to reinforce knowledge.

This exclusive multimedia content presentation training Exclusive system was awarded by Microsoft as a "European Success Story".



Additional Reading

Recent articles, consensus documents and international guidelines, among others. In TECH's virtual library, students will have access to everything they need to complete their course.





Expert-Led Case Studies and Case Analysis

Effective learning ought to be contextual. Therefore, TECH presents real cases in which the expert will guide students, focusing on and solving the different situations: a clear and direct way to achieve the highest degree of understanding.



Testing & Retesting

We periodically evaluate and re-evaluate students' knowledge throughout the program, through assessment and self-assessment activities and exercises: so that they can see how they are achieving your goals.



Classes

There is scientific evidence suggesting that observing third-party experts can be useful.

Learning from an Expert strengthens knowledge and memory, and generates confidence in future difficult decisions.



Quick Action Guides

TECH offers the most relevant contents of the course in the form of worksheets or quick action guides. A synthetic, practical, and effective way to help students progress in their learning.



06

Certificate

The Postgraduate Diploma in Teaching of Geography and History in Primary Education guarantees students, in addition to the most rigorous and up-to-date education, access to a Postgraduate Certificate issued by TECH Technological University.



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*Successfully complete this program
and receive your university qualification
without having to travel or fill out
laborious paperwork"*

This **Postgraduate Diploma en Teaching of Geography and History in Primary Education** contains the most complete and up-to-date scientific on the market.

After the student has passed the assessments, they will receive their corresponding **Postgraduate Diploma** issued by **TECH Technological University** via tracked delivery*.

The diploma issued by **TECH Technological University** will reflect the qualification obtained in the Postgraduate Diploma, and meets the requirements commonly demanded by labor exchanges, competitive examinations, and professional career evaluation committees.

Title: **Postgraduate Diploma in Teaching of Geography and History in Primary Education**
Official N° of hours: **450 h.**



*Apostille Convention. In the event that the student wishes to have their paper diploma issued with an apostille, TECH EDUCATION will make the necessary arrangements to obtain it, at an additional cost.



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