

Professional Master's Degree Teaching Geography and History in Primary School





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- » Modality: **online**
- » Duration: **12 months**
- » Certificate: **TECH Technological University**
- » Dedication: **16h/week**
- » Schedule: **at your own pace**
- » Exams: **online**

Website: www.techtitute.com/in/humanities/professional-master-degree/master-teaching-geography-history-primary-school

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01

Introduction

Education is key to cultural growth. For this reason, the work of teachers is fundamental to transmit wisdom to the future of society. Among the subjects that stand out in the primary school curriculum are Geography and History, both of which are of vital importance in the academic evolution of students, since thanks to these subjects they are able to develop critical thinking about the current context. Based on this, TECH has developed a complete 100% online program for teachers to learn the most innovative tools in education, as well as the strategies that offer the best results in children between 6 and 12 years old. A unique opportunity to include ICT in educational programs to create an unparalleled academic experience in the classroom.





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An innovative and multidisciplinary program that will help you reinvent your Geography and History classes in Primary School in a 100% online format”

In a letter written in 2002 to call for free, quality, basic academic assistance for all children, Nelson Mandela said: *"Education is the most powerful weapon you can use to change the world."* And so it is. Education creates culture and knowledge, transmits values and generates interest in future doctors, engineers, lawyers, designers, artists, etc. Therefore, professionals in education play a fundamental role in the development of society and must therefore be prepared to assume the responsibility that this entails in an effective and guaranteed manner.

To meet the demands of the current academic environment in Primary School, which includes innovative designs and comprehensive teaching units, TECH has created this Professional Master's Degree in Teaching Geography and History in Primary School. It is an academic experience that will raise teacher knowledge to the highest level through the most effective educational strategies available today.

To do so, they will benefit from 1,500 hours of diverse material, so as to work on aspects such as elaborating teaching projects, designing recreational activities related to these subjects and implementing ICT in the classroom. Special emphasis will be placed also on developing values such as companionship, equality and solidarity through games and dynamic and entertaining exercises for children between 6 and 12 years of age.

Thanks to this, you will perfect your skills as a teaching professional in just 12 months and 100% online. TECH designs all its programs so graduates do not have to comply with face-to-face classes or restricted schedules; instead, it offers tailored academic experiences through a Virtual Campus that is compatible with any device with an Internet connection, so those on the program can decide when and where to connect.

This **Professional Master's Degree in Teaching Geography and History in Primary School** contains the most complete and up-to-date educational program on the market. Its most notable features are:

- ♦ Practical cases presented by experts in Education and the Humanities
- ♦ 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



You will benefit from 1,500 hours of diverse material, including didactic content you can then use in the classroom"

“*An academic experience without schedules or on-site classes that you can access from any device with an Internet connection*”

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.

The 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 immersive education programmed to learn in real situations.

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

You will work on the design of entertaining and attractive teaching units, which will immerse your students in history in a dynamic way.

Learn how to sustainably manage water catchment and water resources to contribute to the progress of humanity.



02 Objectives

Being a university, TECH is aware of the importance of quality education. That is why it offers programs such as this Professional Master's Degree, designed with the objective of providing teachers with the best professional skills to face academic environments in the most effective and beneficial way for their students. That is why graduates who decide to opt for this program will have access to the most innovative and comprehensive educational information, which they can apply in their classes to create a fun learning experience for children in Geography and History.





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If one of your objectives is for your teaching units to have a deeper impact on your students' basic competences, this program is perfect for you”



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
- ♦ Use information and communication technologies (ICT) that can benefit proper classroom dynamics and student learning
- ♦ Acquire competences to interconnect the subjects of Geography and History with other disciplines, in order to innovate and enrich the teaching-learning process in class





Specific Objectives

Module 1. Basic Contents

- ♦ Define the Social Sciences, their evolution and importance within the Primary School curriculum, the new trends and teaching approaches to these subjects as alternatives to traditional learning models
- ♦ Establish the link between Cultural Heritage and the subjects of Geography and History and how the former is currently taught in the classroom, as well as the guidelines to prepare a proper lesson plan

Module 2. Educational Programs and Teaching Units

- ♦ Explain the function and purpose of a teaching unit
- ♦ Describe its contents, organization and the materials and tools it requires for Geography and History lessons
- ♦ Create and review the contents of a teaching unit

Module 3. 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 4. Teaching Geography

- ♦ Explain the teaching approach to Geography while addressing the topics included in the Primary School curriculum, the materials and resources available to teach the lesson in class, and the link between Geography and Cultural Heritage, its conservation and promotion
- ♦ Explain the specific problems of teaching geographic space using an intercultural approach

Module 5. in 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

Module 6. Using New Technologies in Geography and History in Primary School

- ♦ Train in the best use of ICT in the classroom
- ♦ Increase the capacity for innovation in the classroom

Module 7. Learning to Live in Society through Geography and History

- ♦ Define the values, skills and attitudes generated by learning the subjects of Geography and History, such as solidarity, critical thinking skills or the importance of interculturality, to benefit student development through teacher guidance
- ♦ Develop the most effective strategies to interest students in learning to think

Module 8. Playing Games in Class

- ♦ Define strategies to adapt games to normal classroom dynamics
- ♦ Gain detailed knowledge of the most innovative and educational games, as well as the role played by ICT in the school environment

Module 9. Complementary Classes: Extracurricular Activities

- ♦ Describe the importance of complementary and extracurricular activities to theoretical learning, as well as the guidelines to adapt a school visit to teaching the content of Geography and History through cultural institutions, which are spaces of culture and multidisciplinary learning that enrich students' total understanding of the subjects

Module 10. Transversal Module: Subjects to Support the Teaching and Learning of Geography and History in Primary School

- ♦ Define concepts and resources from other subjects that also serve as secondary support to teaching Geography and History, thus enriching its content and, therefore, student learning
- ♦ Gain a detailed understanding of the link between Geography and History and Language and Literature, Geography and Mathematics, Music, Biology and Meteorology, Drawing and other Fine Arts, and Sociology and Archaeology





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Do you want to know about the most effective techniques for classroom stimulation applied to the field of Geography and History in detail? Opt for a qualification that will give you the resources to achieve it"

03 Skills

For any professional, mastering the basic and essential skills of their specialty is a fundamental requirement for a successful and prosperous future. In the case of teachers, they have, as an added value, the responsibility of being able to instill culture and knowledge in future generations. For this reason, TECH designs this type of program such that graduates who enroll in it are guaranteed an academic education that will perfect their skills over the course of a 12-month program. This way, educators will be able to improve their synthesis and communication skills, contributing to a more entertaining and beneficial learning experience for primary school students.



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Would you like to perfect your communication skills? This Professional Master's Degree will teach you to master the main strategies so as to adapt your academic discourse to the level of your students”



General Skills

- ◆ Possess and understand knowledge that provides a basis or opportunity to be original when developing and/or applying ideas, often in a research context.
- ◆ Apply acquired knowledge and problem-solving skills in new or unfamiliar environments within broader (or multidisciplinary) contexts related to the field of study.
- ◆ Integrate knowledge and face the complexity of making judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities linked to the application of one's knowledge and judgments
- ◆ Know how to communicate conclusions, knowledge, and supporting arguments to specialized and non-specialized audiences in a clear and unambiguous way
- ◆ Acquire the learning skills that will enable further studying in a largely self-directed or autonomous manner





Specific Skills

- ◆ Create and edit teaching materials with resources that encompass various subjects linked to the Social Sciences
- ◆ Develop strategies to manage the use of Information and Communication Technologies and their current role in teaching these subjects
- ◆ Explain the importance of combining theoretical lessons with games in the classroom, in order to better develop the student skills and learning, considering activities applied to Social Sciences, their execution and purpose, as well as the consideration of Cultural Heritage as another playground in which to learn
- ◆ Explain examples that can be applied to Geography and History, as well as to the knowledge and understanding of Cultural Heritage through these new technologies
- ◆ Describe the specific problems in teaching historical milestones from an intercultural approach
- ◆ Apply strategies for Planning contents

04

Course Management

Any education professional is aware of the importance of having a qualified teaching team when it comes to improving their knowledge. For this reason, TECH has selected a teaching team for this Professional Master's Degree that is versed in the area and characterized by its human quality and youth. Based on this, students will be able to access an academic experience that combines expertise and innovation, aspects that are guaranteed to help them perfect their skills. Students will also be able to count on the teaching team to resolve any doubts that may arise during the course of the program via the Virtual Campus.





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Thanks to the inclusion of use cases, you will be able to put into practice your teaching skills by proposing solutions to potential problems that may arise in the classroom”

Management



Dr. Belso Delgado, Marina

- ♦ Art historian and researcher
- ♦ Guide of the Museum of the Cathedral of Murcia
- ♦ External evaluator in the Eviterna Magazine
- ♦ Extracurricular Practices in the Salzillo Museum
- ♦ PhD in Art History from the University of Murcia.
- ♦ Grade in Art History, University of Murcia.
- ♦ Internship student at the Easter Museum of Crevillente
- ♦ Master's Degree in Historical, Artistic and Cultural Heritage Management and Research
- ♦ Expert in Sculpture and Sculptors of the Royal Academies of Spain.
- ♦ Member of: Culture Team of the Municipal Board of the East Central District of Murcia

Professors

Ms. Carbonell Andreu, Andrea

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

Ms. Antón López, Estefanía

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

Mr. Pueyo García, Luis

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



Mr. Gálvez Ruiz, Antonio

- ♦ Pricing Analyst at Aliseda Inmobiliaria
- ♦ Control technician at Anida
- ♦ Architect at Arial Técnica
- ♦ Architect at AD Arquitectura y Urbanismo
- ♦ Architect at MORAL Arquitectura
- ♦ 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, Polytechnic University of Madrid

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

05

Structure and Content

TECH has designed this Professional Master's Degree in Teaching Geography and History for Primary School following the guidelines of the teaching team as a reference. Thanks to this and the use of the Relearning methodology in developing the content, it has been possible to shape a highly dynamic, comprehensive and multidisciplinary experience, through which education professionals can work on improving their academic skills. It also includes hundreds of hours of additional material that students can use to delve into the sections, such as the use of ICT in the classroom or in the organization of extracurricular activities in a personalized way, based on their level of demand and their desire to learn.





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A unique, key, and decisive educational experience to boost your professional development”

Module 1. Basic Contents

- 1.1. Cognitive Development in Learners: Various Theories
 - 1.1.1. Piaget's Theory
 - 1.1.2. Vygotsk's Perspective
 - 1.1.3. Albert Bandura and Others
- 1.2. What Are the Social Sciences? Classification and Epistemological Problems
 - 1.2.1. Concept, Classification and Development of the Social Sciences
 - 1.2.2. Epistemological Problems
 - 1.2.3. General and Specific Object of Study of the Social Sciences
- 1.3. Evolution of the Primary Education Curriculum
 - 1.3.1. Historical Background and Evolution
 - 1.3.2. Development in the 20th Century: Towards a Definition of the Curriculum
 - 1.3.3. The Current Basic Curriculum of Primary Education
- 1.4. The Importance of Social Sciences in Education
 - 1.4.1. History of the Social Sciences in the Primary Education Curriculum
 - 1.4.2. Ideological Justification
 - 1.4.3. The Educational Value of the Social Sciences
 - 1.4.4. Social and Citizen Competence
- 1.5. Current Concepts: Approaches, Trends and Currents. Alternatives to Traditional Models in Education
 - 1.5.1. Educational Approaches to the Social Sciences
 - 1.5.2. New Education Models and Application
- 1.6. Assessment Standards in the Social Sciences
 - 1.6.1. Analysis of Assessable Learning Standards in the Social Sciences
 - 1.6.2. What Competencies Should Students Acquire in the Subject?
- 1.7. Heritage Education: Some Reflections
 - 1.7.1. What Is Heritage Education?
 - 1.7.2. Problems in Teaching Cultural Heritage in School Settings
 - 1.7.3. Importance of Heritage Education
 - 1.7.4. Challenges and Strategies for Cultural Heritage Education in Primary School Students

- 1.8. Planning and Programming
 - 1.8.1. Preparation: Formulating Objectives and Choosing Topics
 - 1.8.2. Preparing Action Plans
 - 1.8.3. Assigning Responsibilities
 - 1.8.4. Preparing the Content: How to Establish a Program
- 1.9. Integrated Teaching in Social Sciences
 - 1.9.1. Problems with Integrated Teaching
 - 1.9.2. Proposal for Integrated Teaching in Social Sciences: Social reality as a Source of Knowledge

Module 2. Educational Programs and Teaching Units

- 2.1. Purpose and Use of Teaching Units
 - 2.1.1. What Is a Teaching Unit?
 - 2.1.2. Objectives and Purpose in Teaching
- 2.2. Programming Teaching Units
 - 2.2.1. Necessary Components
 - 2.2.2. Contents: Conceptual, Procedural and Attitudinal
- 2.3. Methodological Strategies in Teaching Units
 - 2.3.1. Methods to Create Teaching Units
 - 2.3.2. Techniques to Develop Teaching Units
- 2.4. Activities and Estimated Times
 - 2.4.1. Theoretical Tasks for Teaching Units
 - 2.4.2. Practical activities for Teaching Units
 - 2.4.3. Estimating Time Spent on Activities. Schedule
 - 2.4.4. Teaching Resources: Space, Texts, Documents and Other Materials
- 2.5. Resources for Teaching Units
 - 2.5.1. Spaces
 - 2.5.2. Written Documents
 - 2.5.3. Other Materials
- 2.6. Assessment Criteria
 - 2.6.1. Assessment Techniques
 - 2.6.2. Assessment Activities and Tools
 - 2.6.3. Student Grading: Monitoring Mechanisms

- 2.7. Other Components
 - 2.7.1. What Teaching Units Contribute to Students' Basic Competencies
 - 2.7.2. Attention to Diversity
 - 2.7.3. Unit Summary Charts
 - 2.7.4. Programming Conclusions
- 2.8. Teaching Units in Social Sciences
 - 2.8.1. Preliminary Considerations
 - 2.8.2. Elaborating Teaching Units in Social Sciences: Content Justification
 - 2.8.3. General and Specific Competencies in the Subject
 - 2.8.4. Syllabus Planning
 - 2.8.5. Teaching Unit Design and Structure in Social Sciences
- 2.9. Educational Methods and Strategies Used in Social Sciences
 - 2.9.1. Incorporating the Historical Method in Teaching of Social Sciences
 - 2.9.2. Cooperative Strategies to Rebuild Social Knowledge: Problem Solving, Simulations, Case Studies, etc

Module 3. The Teacher's Role

- 3.1. Teaching and Learning Styles
 - 3.1.1. Theoretical Foundation: Introduction
 - 3.1.2. Teaching Styles
- 3.2. Teachers' General Methodological System
 - 3.2.1. Teaching Methodology
 - 3.2.2. Impact of Teaching Styles on Students' Cognitive, Social, Emotional, and Attitudinal Outcomes
- 3.3. Expository Technique: Behaviors and Skills
 - 3.3.1. What Attitude Should Teachers Adopt in Class
 - 3.3.2. Techniques to Improve Presenting the Syllabus in Class
 - 3.3.3. Tools to Support the Lesson
- 3.4. How to Stimulate the Students Application to the Subjects of Geography and History
 - 3.4.1. Link Student Interests to the Subject
 - 3.4.2. Variety in Organization and Structure
 - 3.4.3. Students as Protagonists

- 3.5. Teaching Work
 - 3.5.1. Educational Components in Teaching Work
 - 3.5.2. Orienting Students' Independent Work
- 3.6. Elaborating Objective Tests for Primary School
 - 3.6.1. Selecting the Content of the Test
 - 3.6.2. Drafting Questions or Items
 - 3.6.3. Correcting and Grading
 - 3.6.4. Presentation
- 3.7. Complementary Support to Classroom Explanation: Using ICT
 - 3.7.1. ICT as a Support for the Transmission of Knowledge
 - 3.7.2. How to Introduce them into the Discourse?
 - 3.7.3. Personal Development and ICT: Fostering Responsibility and Autonomy
 - 3.7.4. ICT as Generator of New Teaching Methodologies
- 3.8. Teaching Children with Special Needs: Introduction
 - 3.8.1. Basic Principles and Current Legislation
 - 3.8.2. Teacher Training in Disabilities. Current State
 - 3.8.3. Special Education in Regular Schools. Support Services Available
- 3.9. Methodologies and Strategies for Geography and History Education Adapted for Children with Special Needs
 - 3.9.1. Educational Services for Children with Disabilities
 - 3.9.2. Strategies to Integrate Them into the Geography and History Classroom. Significant Examples

Module 4. Teaching Geography

- 4.1. Geography as a Discipline
 - 4.1.1. Definition and objectives
 - 4.1.2. Historical Evolution of the Subject
 - 4.1.3. Theoretical Background in Teaching Geography
- 4.2. Geographic Space and Primary School Education: Studying the Environment
 - 4.2.1. Objectives and Purpose of Teaching Geography in the Classroom
 - 4.2.2. Teachers' Geographic Competencies: Knowledge, Skills and Geographic Education
 - 4.2.3. The Limitations of Geography in Current Curricula
 - 4.2.4. Geography and Society

- 4.3. Evolution of the Concept of Space and the Perception of the City in Primary Education
 - 4.3.1. Teaching and Learning Geography: Building the Concept of Space in Children
 - 4.3.2. Spatial Representation Development
 - 4.3.3. Children and Understanding the World around Them: The Countryside and the City
 - 4.3.4. Interculturality in Geography
- 4.4. Teaching Materials and Resources for Geography Education
 - 4.4.1. Learning the Language of Geography: Vocabulary, Maps and Graphs
 - 4.4.2. Instruments for Geographic Analysis: Compass and Other Measuring Devices
 - 4.4.3. Comparative and Classificatory Charts
- 4.5. Physical Geography
 - 4.5.1. What Is Physical Geography?
 - 4.5.2. The Contents of Physical Geography in the Elementary School Curriculum
- 4.6. Procedures in Physical Geography
 - 4.6.1. Direct Observation
 - 4.6.2. Orientation in Space
 - 4.6.3. Map Analysis and Graphical Representations
 - 4.6.4. Methodological Aspects
 - 4.6.5. Space Categorization
 - 4.6.6. Complementary Activities
- 4.7. Human Geography
 - 4.7.1. What Is Human Geography?
 - 4.7.2. Contents of Human Geography in the Elementary School Curriculum
- 4.8. Procedures in Human Geography
 - 4.8.1. Procedures to Work in Urban Settings
 - 4.8.2. Population Pyramids: Preparation, Forms and Analysis
 - 4.8.3. Methodological Aspects
 - 4.8.4. Complementary Activities

- 4.9. Learning Geography through Cultural Heritage
 - 4.9.1. Narrative Landscapes: The Representation of Geographic Environments in Art
 - 4.9.2. Geographical Environments and its Value as Heritage
 - 4.9.3. Cultural Heritage Contributions to Teaching Geography in Primary School

Module 5. in History

- 5.1. History as a Discipline
 - 5.1.1. Definition and objectives
 - 5.1.2. Historical Evolution of the Subject
 - 5.1.3. Theoretical Background in Teaching History
- 5.2. Teaching to Think History: Studying Historical Events
 - 5.2.1. Objectives and Purpose of Teaching History in the Classroom
 - 5.2.2. Teachers' Historical Competencies: Knowledge, Skills and Geographic Education
 - 5.2.3. The Limitations of History in Current Curricula
- 5.3. Historiographical Approaches, Impact and Reality of Teaching History
 - 5.3.1. Historiographical Approaches in Textbooks
 - 5.3.2. The Reality of Teaching History in the Classroom
 - 5.3.3. Considerations on Regional Focus in the Classroom
- 5.4. The Evolution of the Concept of Time in Primary School
 - 5.4.1. Teaching Time in Primary School: Introduction
 - 5.4.2. Chronological and Historical Time. Methodologies and Teaching Techniques
 - 5.4.3. Developing Historical Thinking and Understanding Reality
- 5.5. Teaching Materials and Resources for History Education
 - 5.5.1. Learning Historical Language: Vocabulary and Timelines
 - 5.5.2. Historical Analysis Tools: Sources of Information and Historical Objects
 - 5.5.3. Comparative and Classificatory Charts
 - 5.5.4. Photography as a Documentary Source
 - 5.5.5. Cinema and Historical Documentaries



- 5.6. Historical Periods in the Classroom: Duration and Relevant Historical Events
 - 5.6.1. What Are Historical Periods?
 - 5.6.2. Contents of History in the Elementary School Curriculum
- 5.7. Historical Periods of the Iberian Peninsula
 - 5.7.1. Iberian Peninsula History for Children: Introduction
 - 5.7.2. Iberian Peninsula History Contents in the Primary School Curriculum
- 5.8. Procedures in History
 - 5.8.1. Orientation in Time
 - 5.8.2. Adapted Maps and Drawings
 - 5.8.3. Methodological Aspects
 - 5.8.4. Complementary Activities
- 5.9. History and Cultural Heritage
 - 5.9.1. Conceptions on Teaching and Disseminating Cultural Heritage in the History Classroom
 - 5.9.2. Cultural Heritage Contributions to Teaching History
 - 5.9.3. Valuing Historical Heritage in the Classroom
- 5.10. Incorporating the Historical Study of Women in Primary School
 - 5.10.1. The Role Played by Woman in History
 - 5.10.2. Analysis and Reflection on the Presence of Women in the Current Contents of the Primary School Curriculum
 - 5.10.3. How to Incorporate the Historical Study of Women in the Classroom?

Module 6. Using New Technologies in Geography and History in Primary School

- 6.1. Introduction to ICT in Education: Evolution and Impact
 - 6.1.1. Modernizing the Classroom: The First Attempts
 - 6.1.2. Evolution of Technologies in Education
 - 6.1.3. Impact on the Educational and Sociological Development of Student
- 6.2. Main Functions and Integration Levels
 - 6.2.1. Basic Functions of ICT in the Classroom. A Complement to Education
 - 6.2.2. ICT as a Social Integration Tool

- 6.3. Advantages and Disadvantages of ICT in the Classroom. Good Practices
 - 6.3.1. Advantages of its Application in School
 - 6.3.2. Disadvantages of its Application in School
 - 6.3.3. Recommendations for Use during Class
- 6.4. Images as an Educational Resource
 - 6.4.1. Images as Basic Graphic Documents in Education
- 6.4.2 Current Importance of Visual Culture
- 6.4.3 Complexity of Image Reading and Application in the Classroom: Coherence between Content and Age
- 6.5. Videos and Teaching Application
 - 6.5.1. Video Functionality in Class
 - 6.5.2. Videos as Learning Mediators, as opposed to Other Media
- 6.6. ICT in Geography and History
 - 6.6.1. How to Approach Social Sciences Using New Technologies
 - 6.6.2. Assessing Students' and Schools' Technological Availability
 - 6.6.3. List of ICT Applicable to Geography and History for Primary School Children
- 6.7. Cultural Heritage, Museums and ICT
 - 6.7.1. Towards Updating Cultural Heritage Services and Dissemination
 - 6.7.2. ICT for Students in Heritage Monuments
 - 6.7.3. The New Concept of Museum: ICT and School Visitors
- 6.8. Art Education and ICT Suitability
 - 6.8.1. What Is Art Education? Contributions to Child Development and Link to Geography and History
 - 6.8.2. Creativity through New Technologies. Didactic Resources
 - 6.8.3. ICT Benefits to Art Education
- 6.9. New Proposals for Technological Resources and Application in the Classroom
 - 6.9.1. Communication, Debate and Collaboration Tools
 - 6.9.2. File Sharing and Organization Tools
 - 6.9.3. Mobile Applications
 - 6.9.4. Virtual Reality 3D Projects and Others

Module 7. Learning to Live in Society through Geography and History

- 7.1. Attitudes, Skills and Values Associated with Learning: Introduction
 - 7.1.1. Analyzing Learner Profiles: The Capacity for Self-Learning
 - 7.1.2. Analysis, Synthesis and Assessment. Decision-Making
 - 7.1.3. The Importance of Educating in Good Oral and Written Communication
- 7.2. The Role Played by Teachers and their Influence on Classroom Reality
 - 7.2.1. Teachers as Transmitters of Knowledge
 - 7.2.2. The Ideological Influence that Teacher Can Exert
 - 7.2.3. Using Thinking Routines in Class
- 7.3. Teaching to Think
 - 7.3.1. Birth and Formation of Critical Thinking
 - 7.3.2. Strategies to Develop Critical Thinking: exploratory Questions
- 7.4. Caring for the Environment
 - 7.4.1. Environmental Education and Its Relevance to the Social Sciences
 - 7.4.2. How to Transmit Environmental Awareness in the Classroom? Methodology and Resources
- 7.5. Empowering Solidarity
 - 7.5.1. The Reality of Solidarity
 - 7.5.2. Resources to Promote Solidarity among Classmates and the Surrounding Environment
- 7.6. Concepts of Equality and Equity in the Classroom
 - 7.6.1. Defining Concepts: Equality and Equity and their Inclusion in the Classroom
 - 7.6.2. Keys to Work on Equality and Equity in the Classroom: Resources
- 7.7. Interculturality and Human Rights
 - 7.7.1. Instilling Tolerance and Respect in Students
 - 7.7.2. Considerations about Human Rights Education in the Classroom
- 7.8. Teaching Approaches and Challenges for Citizenship Education through the Social Sciences
 - 7.8.1. Geography Education: Strategies
 - 7.8.2. History Education: Strategies

- 7.9. Spain and the European Union
 - 7.9.1. Spain and the European Union in the Classroom
 - 7.9.2. Importance of the Topic in Education
 - 7.9.3. Resources and Techniques
 - 7.9.4. Future Challenges

Module 8. Playing Games in Class

- 8.1. Play in the Classroom
 - 8.1.1. What Is Didactic Play? Theoretical Approaches and Other Points of View
 - 8.1.2. Educational Objectives and Purpose of Games
 - 8.1.3. Evolution of Games in the Classroom
 - 8.1.4. Play and Developing Skills by Areas
- 8.2. Memory vs. Experience Advantages and Disadvantages
 - 8.2.1. Aspects of Memorizing Data: Beneficial or Counterproductive? Its Application in Games
 - 8.2.2. The Role Played by the Senses as a Game Tool
- 8.3. Relevant Aspects of How it Works in Teaching. Games as Socializers and transmitters of Values
 - 8.3.1. Exploiting Games for Educational Purposes
 - 8.3.2. Teaching to Play and Learning by Playing
 - 8.3.3. Strategy for Attention to Diversity
 - 8.3.4. Studying Psychological Activities during Games
- 8.4. Designing Games in Class: Guidelines
 - 8.4.1. General Characteristics of Didactic Games
 - 8.4.2. Steps to Prepare Them
 - 8.4.3. Didactic Games Format
 - 8.4.4. The Rules of Games
 - 8.4.5. Available Materials
- 8.5. The Role Played by Teachers in Games
 - 8.5.1. Skills
 - 8.5.2. Preliminary Suggestions prior to Playing Games
 - 8.5.3. Models and Patterns
 - 8.5.4. The Teacher's Role during the Activity

- 8.6. Games and ICT
 - 8.6.1. Introducing Technology in Games
 - 8.6.2. Significant Examples
- 8.7. Geography and Games
 - 8.7.1. Geographic Components Games Must Include
 - 8.7.2. Significant Examples
- 8.8. History and Games
 - 8.8.1. Historical Components Games Must Include
 - 8.8.2. Significant Examples
- 8.9. Cultural Heritage: Another Playground
 - 8.9.1. Initiation to Studying Heritage through Games
 - 8.9.2. Playing with Heritage: Methods and Contributions to Learning
 - 8.9.3. Significant examples

Module 9. Complementary Classes: Extracurricular Activities

- 9.1. The "Third Teacher": Getting to Know Our Environment
 - 9.1.1. Topic Introduction: Out-of-School Organizations and Learning
 - 9.1.2. Objectives and Purpose
 - 9.1.3. Types of Extracurricular Activities
 - 9.1.4. The Problem of Adjusting Them to the School Curriculum
- 9.2. The Competence of Knowledge and Interaction with the Environment
 - 9.2.1. Pedagogical Function of School Trips: Effects on Learning
 - 9.2.2. The Versatile Nature of the Extracurricular Activities
- 9.3. How to Choose the Right Visit: Guidelines for Programming a School Trip
 - 9.3.1. Itinerary as a Teaching Resource
 - 9.3.2. Route Description. How Does It Relate to the Primary Education Curriculum?
 - 9.3.3. Itinerary Methodological Sheet
 - 9.3.4. Expository Script and Preparing Teaching Materials and Activities
 - 9.3.5. Final Considerations and Touches

- 9.4. Criteria to Organize Extracurricular Activities
 - 9.4.1. General Criteria
 - 9.4.2. Specific Criteria
 - 9.4.3. Supporting Material to Organize Extracurricular School Trips
- 9.5. Accident Prevention and Action Programs
 - 9.5.1. Rules
 - 9.5.2. Action Programs
- 9.6. Multidisciplinary Art Works and Museums as Cultural and Learning Spaces
 - 9.6.1. Work of Art as Learning Tools
 - 9.6.2. Museums: The New Classrooms
 - 9.6.3. Cultural, Physical and Intellectual Access in Museums
 - 9.6.4. First Step for Teachers: Knowing the History of the Museum and the Disciplines in It
 - 9.6.5. Museum Teaching Guides: Teacher Support
 - 9.6.6. Activities Prior and Post Visiting a Museum
- 9.7. Folklore and Traditions: Identity Assets
 - 9.7.1. The Importance of Tradition and Customs in Society
 - 9.7.2. Values Developed
 - 9.7.3. Educational Projects to Preserve Traditional Identity: The Case of the Pusol School Museum
- 9.8. The Cultural Heritage We Visit
 - 9.8.1. Visiting Heritage Monuments: Prior Planning
 - 9.8.2. Getting to Know Cultural Heritage in Extracurricular School Trips
- 9.9. Complementary Activities inside and outside the Classroom: Talks and Other Programs
 - 9.9.1. When Professionals Take Over the Classroom: Specialist Talks to Primary School Children
 - 9.9.2. Companies, Institutions and Educational Programs for Schools





Module 10. Transversal Module: Subjects to Support the Teaching and Learning of Geography and History in Primary School

- 10.1. Language and Literature
 - 10.1.1. Link to Social Sciences
- 10.2. Geometry and Mathematics
 - 10.2.1. Link to Social Sciences
- 10.3. Music
 - 10.3.1. Link to Social Sciences
- 10.4. Biology and Meteorology
 - 10.4.1. Link to Social Sciences
- 10.5. Drawing and Other Fine Arts
 - 10.5.1. Link to Social Sciences
- 10.6. Sociology
 - 10.6.1. Link to Social Sciences
- 10.7. Anthropology and Ethnography
 - 10.7.1. Link to Social Sciences
- 10.8. Archaeology
 - 10.8.1. Link to Social Sciences
- 10.9. Art History as Cultural facts
 - 10.9.1. Link to Social Sciences

06

Methodology

This program offers students a different way of learning. Our methodology follows a cyclical learning process: **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.



“

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”

Case Study to contextualize all content

Our program offers a revolutionary method of skills and knowledge development. Our goal is to strengthen skills in a changing, competitive, and highly demanding environment.

“

At TECH, you will experience a way of learning that is shaking the foundations of traditional universities around the world”



You will have access to a learning system based on repetition, with natural and progressive teaching throughout the entire syllabus.



A learning method that is different and innovative.

This TECH program is an intensive educational program, created from scratch, which presents the most demanding challenges and decisions in this field, both nationally and internationally. This methodology promotes personal and professional growth, representing a significant step towards success. The case method, a technique that lays the foundation for this content, ensures that the most current economic, social and professional reality is taken into account.

“*Our program prepares you to face new challenges in uncertain environments and achieve success in your career*”

The student will learn to solve complex situations in real business environments through collaborative activities and real cases.

The case method has been the most widely used learning system among the world's leading Humanities schools for as long as they have existed. The case method was developed in 1912 so that law students would not only learn the law based on theoretical content. It consisted of presenting students with real-life, complex situations for them to make informed decisions and value judgments on how to resolve them. In 1924, Harvard adopted it as a standard teaching method.

What should a professional do in a given situation? This is the question we face in the case method, an action-oriented learning method. Throughout the program, the studies will be presented with multiple real cases. They will have to combine all their knowledge and research, and argue and defend their ideas and decisions.

Relearning Methodology

TECH effectively combines the Case Study methodology with a 100% online learning system based on repetition, which combines 8 different teaching elements in each lesson.

We enhance the Case Study with the best 100% online teaching method: Relearning.

In 2019, we obtained the best learning results of all online universities in the world.

At TECH you will learn using a cutting-edge methodology designed to prepare the executives of the future. This method, at the forefront of international teaching, is called Relearning.

Our university is the only one in the world authorized to employ this successful method. In 2019, we managed to improve our students' overall satisfaction levels (teaching quality, quality of materials, course structure, objectives...) based on the best online university indicators.



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.

With this methodology we have prepared more than 650,000 university graduates with unprecedented success in fields as diverse as biochemistry, genetics, surgery, international law, management skills, sports science, philosophy, law, engineering, journalism, history, markets, and financial instruments. 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 education, developing a critical mindset, defending arguments, and contrasting opinions: a direct equation for success.

From the latest scientific evidence in the field of neuroscience, not only do we know how to organize information, ideas, images and memories, but we know that the place and context where we have learned something is fundamental for us to be able to remember it and store it in the hippocampus, to retain it in our long-term memory.

In this way, and in what is called neurocognitive context-dependent e-learning, the different elements in our program are connected to the context where the individual carries out their professional activity.



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



Study Material

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

These contents are then adapted in 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.



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.



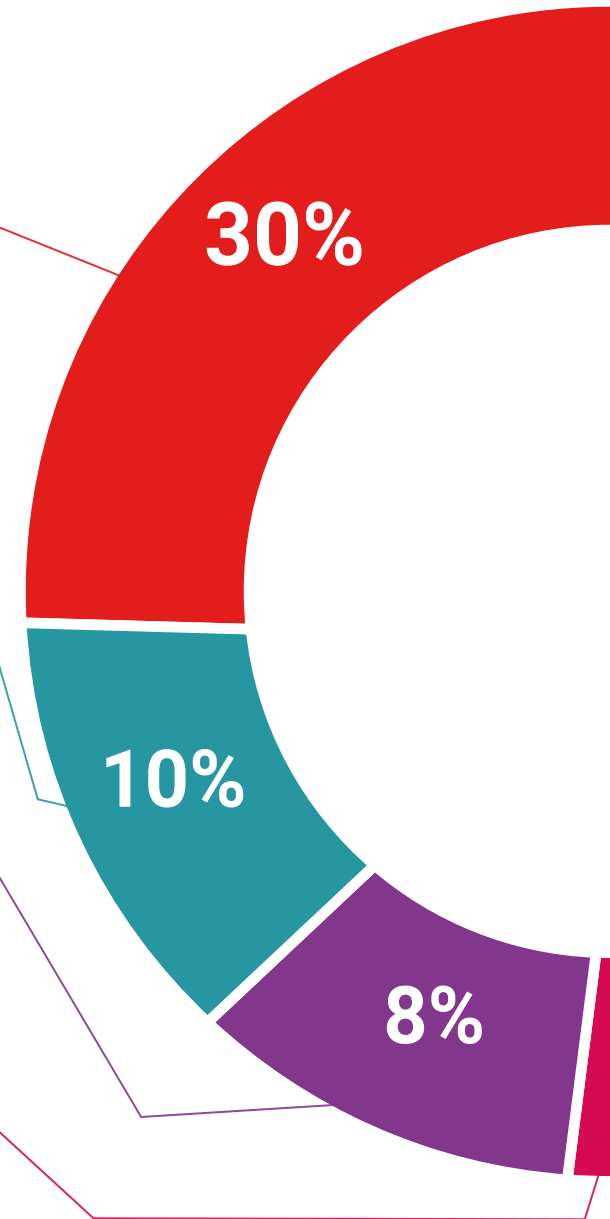
Practicing Skills and Abilities

They will carry out activities to develop specific competencies and skills in each thematic field. Exercises and activities to acquire and develop the skills and abilities that a specialist needs to develop in the context of the globalization that we are experiencing.



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.





Case Studies

Students will complete a selection of the best case studies chosen specifically for this program. Cases that are presented, analyzed, and supervised by the best specialists in the world.



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 educational system for presenting multimedia content was awarded by Microsoft as a "European Success Story".



Testing & Retesting

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



07

Certificate

The Professional Master's Degree in Teaching Geography and History in Primary School guarantees students, in addition to the most rigorous and up-to-date education, access to a Professional Master's Degree issued by TECH Technological University.



“

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

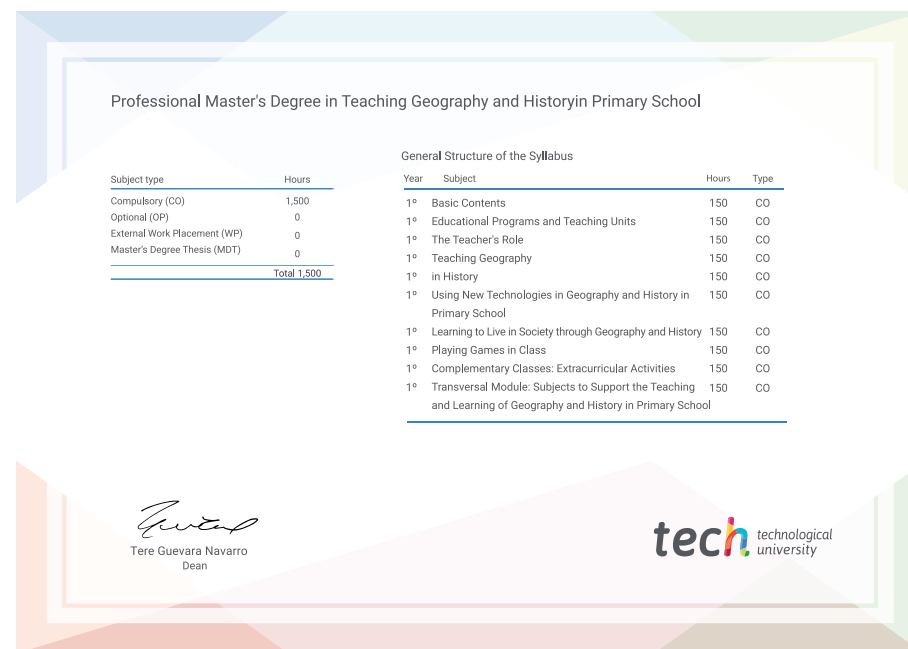
This **Professional Master's Degree in Teaching Geography and History in Primary School** contains the most complete and up-to-date program on the market.

After the student has passed the assessments, they will receive their corresponding **Professional Master's Degree** issued by **TECH Technological University** via tracked delivery*.

The certificate issued by **TECH Technological University** will express the qualification obtained in the Professional Master's Degree, and will meet the requirements commonly demanded by labor exchanges, competitive examinations, and professional career assessment committees.

Title: **Professional Master's Degree in Teaching Geography and History in Primary School**

Official N° of Hours: **1500 h.**





Professional Master's Degree Teaching Geography and History in Primary School

- » Modality: online
- » Duration: 12 months
- » Certificate: TECH Technological University
- » Dedication: 16h/week
- » Schedule: at your own pace
- » Exams: online

Professional Master's Degree Teaching Geography and History in Primary School

