



## IDENTIFYING DATA

### Geography

Subject	Geography			
Code	P02G120V01305			
Study programme	Grado en Educación Primaria			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Mandatory	2nd	1st
Teaching language	Spanish Galician			
Department				
Coordinator	Pazo Labrador, Alberto José			
Lecturers	Pazo Labrador, Alberto José			
E-mail	apazo@uvigo.es			
Web				
General description	It treats that the student purchase the knowledges, skills and necessary skills to comprise and know the elementary appearances of the geographic phenomena, physicists and humans and his interrelationships, as well as his projection in the teaching. It treats also that the student develop his capacities of analysis and of synthesis and the space reasoning, founded in the *multicausalidad of the geographic processes.			

## Training and Learning Results

### Code

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|-----|---|
| A1  | Students will have shown they have sufficient knowledge and understanding of an area of study, starting after completion of general secondary education, and normally reaching a level of proficiency that, being mostly based on advanced textbooks, will also include familiarity with some cutting-edge developments within the relevant field of study.   |
| A2  | Students will be able to apply their knowledge and skills in their professional practice or vocation and they will show they have the required expertise through the construction and discussion of arguments and the resolution of problems within the relevant area of study.   |
| A3  | Students will be able to gather and interpret relevant data (normally within their field of study) that will allow them to have a reflection-based considered opinion on important issues of social, scientific and ethical nature.   |
| A4  | Students will be able to present information, ideas, problems and solutions both to specialist and non-specialist audiences.  |
| B1  | To know the curricular areas of Primary Education, the interdisciplinary relationships between them, the assessment criteria and the body of pedagogical knowledge about their respective teaching and learning procedures.   |
| B3  | To deal effectively with situations of language learning in multicultural and multilingual situations. To promote reading and critical commentary of texts from several scientific and cultural domains that are part of the school curriculum.   |
| B4  | To design and regulate teaching spaces in contexts of diversity, paying attention to gender equality, fairness and respect for human rights as central values in the education of the citizenry.  |
| B5  | To promote respectful coexistence within and outside the classroom, sort out problems of discipline and contribute to the peaceful resolution of conflicts. To stimulate and appreciate students' perseverance and personal discipline.   |
| B6  | To be familiar with the organizing structure of primary education schools and the diversity of actions that its functioning comprises. To undertake the tutoring and orientation roles with students and their families, paying attention individually to the singular educational needs of students. To be aware that the practice of the teaching profession will be permanently subject to improvement and adaptation to scientific, pedagogical and social changes throughout one's life. |
| B7  | To work with the different actors of the education community and the school's social milieu. To assume the educational dimension of the teaching profession and to promote democratic values in education to shape an active citizenry.   |
| B8  | To uphold a critical, independent attitude with regard to all forms of knowledge and all values and to every public and private social institution.   |
| B9  | To become aware of our individual and collective responsibility in attaining a sustainable future.  |
| B10 | To reflect on classroom practices with the aim of innovating and improving teaching. To acquire habits and skills for independent and cooperative learning and to promote it among students.  |
| B11 | To know and use information and communication technologies in the classroom. To develop the discerning capacity to select the kind of audiovisual information that contributes to learning, civic education and cultural enrichment.  |
| C13 | To promote cooperative work and individual work and effort.   |

C14	To promote actions of moral values education geared towards the shaping of an active, democratic citizenry.
C23	To critically analyze and incorporate the most relevant developments of modern society that have a bearing on family and school education: the impact of audiovisual languages and screens on society and education; changes in gender and intergenerational relationships; multiculturalism and interculturalism; social inclusion and discrimination and sustainable development.
C29	To understand the mutual influence between science, society and technological developments, as well as the appropriate behavior on the part of citizens to attain a sustainable future.
C31	To understand the basic principles of the social sciences.
C32	To know the school curricula of the social sciences.
C33	To integrate the study of history and geography from an educational and cultural perspective.
C34	To promote the democratic education of the citizenry and the practice of critical thinking about society.
C35	To appreciate the importance of public and private institutions for the peaceful coexistence between peoples.
C37	To develop and evaluate curricular contents through use of appropriate teaching resources to promote the acquisition of the relevant competencies by students.
C48	To promote reading and writing habits.
D1	Analysis and synthesis skills.
D2	Organization and planning skills.
D3	Oral and written communication in one's mother tongue.
D5	Computing knowledge applied to the relevant area of study.
D6	Information-management skills.
D7	Problem resolution.
D8	Decision-making skills.
D9	Teamwork skills.
D13	Appreciation of diversity and multiculturalism.
D14	Critical-thinking skills.
D15	Ethical commitment.
D16	Independent-learning skills.
D17	Ability to adapt to new situations.
D18	Creativity.
D20	Knowledge of other cultures and customs.
D23	Awareness about environmental issues.

#### Expected results from this subject

Expected results from this subject	Training and Learning Results			
Comprise the basic principles of the Social Sciences: Geography	A1	B1 B11	C14 C29 C31 C32	D2 D14 D15 D23
Know the school curriculum of the Social Sciences: the geographic contents	A1 A2	B1 B4	C31 C32	D1 D2 D3 D13 D14 D15 D23
Know and apply the methods and *técnicas own of the Geography in the study and space analysis and dominate the basic geographic vocabulary	A3	B5 B10 B11	C33 C48	D1 D3 D6 D9 D14 D16 D23
Integrate the geographic study from an orientation *instructiva and cultural	A1 A4	B3	C13 C33 C34	D3 D7 D8 D13 D15 D20 D23
Boost the democratic education of the citizenship and the practice of the social thought critic	A3	B3 B7 B8 B9	C14 C23 C35	D7 D8 D9 D13 D14 D23

Develop and evaluate contents of the *curriculo by means of appropriate didactic resources and promote the corresponding competitions between the students	A2	B11	C13 C37	D7 D8 D9 D16 D18
I handle of the Tics of suitable form to the needs and levels of the Primary Education	A1 A2 A4	B6 B11	C29 C37	D5 D6 D7 D16 D17

## Contents

Topic	
1. BLOCK 1: The situation in the space and the representation	The Earth in the Universe and his movements. The geographic consequences. The representations of the Earth.
2. BLOCK 2. The geographic consequences of the natural processes	The Hydrosphere. The climatic system. The forms of the terrestrial relief. The Biosphere.
3. BLOCK 3. The geographic consequences of the human action	The population of the world and his problems. The process of urbanisation and the current characters of the city. The globalisation.

## Planning

	Class hours	Hours outside the classroom	Total hours
Lecturing	22.5	22.5	45
Problem solving	6	21	27
Previous studies	5	13	18
Mentored work	9	21	30
Essay questions exam	5	10	15
Problem and/or exercise solving	5	10	15

\*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

## Methodologies

	Description
Lecturing	Exhibition of the contents of the matter, with support of audiovisual material and practical examples
Problem solving	Resolution of exercises; works with cartographic material; realisation, analysis and comment of charts; comments of text
Previous studies	Realisation, in group, of an exhaustive comment of a leaf of the Topographical Map
Mentored work	Assistance and active participation in the activities of the classroom

## Personalized assistance

Methodologies	Description
Problem solving	Resolution of doubts and problems that can go arising when making the works proposed, as well as make a more customised follow-up of the activities of learning, by means of *tutorías face-to-face or virtual, through the email, virtual room, forums of *moovi, etc.
Mentored work	Resolution of doubts and problems that can go arising when making the works proposed, as well as make a more customised follow-up of the activities of learning, by means of *tutorías face-to-face or virtual, through the email, virtual room, forums of *moovi, etc.
Previous studies	Resolution of doubts that pose the proportionate material to the student by means of *tutorías face-to-face or virtual, through the email, virtual room, forums of *moovi, etc.

## Assessment

Description	Qualification Training and Learning Results
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Problem solving	Presentation of the works realised in the classroom (comments, reflections, analysis). The results of learning expected are: - Know and apply the methods and technical own of the Geography in the study and space analysis and dominate the basic geographic vocabulary - Integrate the geographic study from an orientation instructive and cultural - Boost the democratic education of the citizenship and the practice of the critical social thought - Handle of the Tics of suitable form to the needs and levels of the Primary Education	10	A2 A3 A4	B3 B5 B6	C13 C35 C48	D1 D2 D3 D5 D6 D8 D9 D14
Previous studies	Assistance and participation in class The results of learning expected are: - Comprise the basic principles of the Social Sciences: Geography - Know the school curriculum of the Social Sciences: the geographic contents - Know and apply the methods and technical own of the Geography in the study and space analysis and dominate the basic geographic vocabulary	5	A1 A3 A4	B1 B8	C13 C48	D1
Mentored work	Presentation of the work realised chord to the guidelines proposed. The results of learning expected are: - Know and apply the methods and technical own of the Geography in the study and space analysis and dominate the basic geographic vocabulary - Handle of the Tics of suitable form to the needs and levels of the Primary Education	15	A2 A3 A4	B3 B5 B10 B11	C13 C48	D1 D2 D3 D6 D9 D14 D16
Essay questions exam	Three theoretical proofs on the basic concepts and contents of the syllabus. The results of learning expected are: - Comprise the basic principles of the Social Sciences: Geography - Know the school curriculum of the Social Sciences: the geographic contents - Know and apply the methods and techniques own of the Geography in the study and space analysis and dominate the basic geographic vocabulary	35	A1 A4	B1 B7 B9	C31 C32 C48	D1 D3 D14 D20 D23
Problem and/or exercise solving	Three practical proofs on appearances treated in the syllabus. The results of learning expected are: - Know and apply the methods and technical own of the Geography in the study and space analysis and dominate the basic geographic vocabulary - Develop and evaluate contents of the curriculo by means of appropriate didactic resources and promote the corresponding competitions between the students	35	A1 A4	B3 B8 B10 B11	C23 C33 C37 C48	D1 D2 D3 D7 D14

### Other comments on the Evaluation

The \*evaluaci3n continuous consists in the proofs you3rich and \*pr3cticas, the works of classroom, work \*tutelado and \*dem3s activities, that be3n \*liberatorias. In the final examination (official) \*har3n the parts that remain pending, in his case. The \*evaluaci3n global be3 in the final examination (official), where make3n \*adem3s all the activities of classroom no made by the one who opt by this type of \*evaluaci3n. To obtain an approved in the \*calificaci3n final is \*CONDICI3N NECESSARY have surpassed the proofs you3rich and \*pr3cticas. The \*realizaci3n of the \*dem3s activities by \*s3 alone, although \*num3ricamente allow it, not being3 sufficient to achieve the approved final. Of the same way, the approved of the part you3rich-\*pr3ctica not sufficing3 for the approved final without the \*realizaci3n and \*superaci3n of the \*dem3s activities

The proofs you3rich and \*pr3cticas no compensate3n between \*s3 of face to the final note; it is precise to approve the three parts of independent way. The contents you3rich-\*pr3cticos of each proof be3n the following: in the first, the ones of the block 1; in the second, the ones of the block 2; in the third, the ones of the block 3.

To the partial proofs you3rich-\*pr3cticas \*s3 the \*podr3n present those students that have delivered an index card properly cover inside the first month, and that assist regularly to class opting by the \*evaluaci3n continuous. The assistance to the classes \*B, for the \*evaluaci3n continuous, is compulsory.

In the second announcement, July, and \*dem3s extraordinary announcements, have to3 do a global examination of the matter. No conserve3n the notes of eventual parts approved. Only conserve3n, in case to have made in the classroom, the qualifications of the activities of the classes \*B. Of have not made these activities, have to3n make in this examination.

All the students, assist or no to the classrooms, has right to be evaluated (by means of an examination or in the way that establish in the \*gu3to educational). The same conditions of \*evaluaci3n general govern for those students that, by some \*raz3n, can not assist regularly to class.

The dates of the exámenes can consult in the página web of the Faculty, in the link <http://fcced.uvigo.es/es/docencia/examenes/>

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## Sources of information

### Basic Bibliography

AGUILERA ARILLA, M.J. y otros, **Geografía General I. Geografía Física**, UNED, 2013

AGUILERA ARILLA, M.J., **Geografía General II. Geografía Humana**, UNED, 2014

ALONSO, J. y otros, **Geografía. Curso de Acceso**, Centro de Estudios Ramón Areces, 2000

BIELZA DE ORY, V. (ed.), **Geografía General**, 3ª ed., Taurus, 1993

PAZO LABRADOR, A.J., **Nocións básicas del Xeografía Xeral Física para Mestres. As consecuencias humanas dos procesos naturais**, Servicio de Publicacións da Universidade de Vigo, 2007

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### Complementary Bibliography

ALBET, A. y BENEJAM, P., **Una Geografía Humana renovada. Lugares y regiones en un mundo global**, ICE de la Universitat Autònoma de Barcelona-Vicens, 2000

PLANS, P., **Geografía Física, Geografía Humana**, EUNSA, 1993

ROMERO, J. (coord.), **Geografía Humana**, Ariel, 2004

ESTÉBANEZ, J. y otros (1992), **Geografía Humana**, Cátedra, 1992

LÓPEZ BERMÚDEZ, F. y otros, **Geografía Física**, Cátedra, 1992

ZÁRATE MARTÍN, M.A. y RUBIO BENITO, M.T., **Geografía Humana. Sociedad, Economía y Territorio**, Ed.. Universitaria Ramón Areces, 2005

ZÁRATE MARTÍN, M.A. y RUBIO BENITO, M.T., **Glosario y prácticas de Geografía Humana**, Ed. Universitaria Ramón Areces, 2006

ZÁRATE MARTÍN, M.A. y RUBIO BENITO, M.T., **Paisaje, Sociedad y Cultura en Geografía Humana**, Ed. Universitaria Ramón Areces, 2011

MURPHY, A.B., **Geografía. ¿Por qué importa?**, Alianza Editorial, 2020

PIQUERAS, J., **Introducción a la Geografía**, Universitat de Valencia, 2013

## Recommendations

### Subjects that continue the syllabus

Social sciences teaching/P02G120V01503

### Subjects that are recommended to be taken simultaneously

Experimental sciences/P02G120V01302

### Subjects that it is recommended to have taken before

History: History of the present/P02G120V01203