



## 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<br>Galician   |           |      |            |
| Department          |   |           |      |            |
| Coordinator         | Pazo Labrador, Alberto José   |           |      |            |
| Lecturers           | Pazo Labrador, Alberto José   |           |      |            |
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| 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 |   |
| 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<br>B11            | C14<br>C29<br>C31<br>C32 | D2<br>D14<br>D15<br>D23                    |
| Know the school curriculum of the Social Sciences: the geographic contents   | A1<br>A2                      | B1<br>B4             | C31<br>C32               | D1<br>D2<br>D3<br>D13<br>D14<br>D15<br>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<br>B10<br>B11     | C33<br>C48               | D1<br>D3<br>D6<br>D9<br>D14<br>D16<br>D23  |
| Integrate the geographic study from an orientation *instructiva and cultural   | A1<br>A4                      | B3                   | C13<br>C33<br>C34        | D3<br>D7<br>D8<br>D13<br>D15<br>D20<br>D23 |
| Boost the democratic education of the citizenship and the practice of the social thought critic  | A3                            | B3<br>B7<br>B8<br>B9 | C14<br>C23<br>C35        | D7<br>D8<br>D9<br>D13<br>D14<br>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<br>C37 | D7<br>D8<br>D9<br>D16<br>D18 |
| I handle of the Tics of suitable form to the needs and levels of the Primary Education   | A1<br>A2<br>A4 | B6<br>B11 | C29<br>C37 | D5<br>D6<br>D7<br>D16<br>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.<br>The climatic system.<br>The forms of the terrestrial relief.<br>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 |
|-------------|---|
|-------------|---|

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

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

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

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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

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

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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