

INTRODUCTION

In this teaching unit, we will focus on the development of the area of History in a global way, taking into account the different areas of the stage of primary education.

This didactic unit is designed for students of 9 and 10 years old. It will have 10 teaching sessions and will take place during the second term.

We will begin this unit from an open question. This will be the thread that will connect all the activities of the unit. Teacher will initiate the unit asking the initial question and students will answer it. In this way, they will establish their previous knowledge about the subject by formulating hypotheses. Teacher will not correct any of their contributions, since it is important that they realize their own mistakes and they will correct them during the development of the unit. All the contributions will be reflected in a conceptual map that will increase and will be modified during the development of the didactic unit.

Then, students will establish their conclusions taking into account if their hypotheses were correct or wrong. Finally, students will share their project with other students of the school.

1.- Title	Who was Ramon Folch?							
2.- Contextualization	Students will meet an important figure of our town (Bellpuig), Ramon Folch. Students will establish hypotheses by answering the initial question. Then, they will develop a cooperative research work looking for information and testing their hypotheses. At the end of the project, students will design a digital presentation and will present it to other students in the school.							
3. Timing	Level	9-10 years		Term	2nd		Number of sessions	10
4. Skills								
Basic skills	1 Communicative <input checked="" type="checkbox"/>	2 Mathematic <input checked="" type="checkbox"/>	3 Science/History <input checked="" type="checkbox"/>	4 Artistic	5 Digital <input checked="" type="checkbox"/>	6 Social <input checked="" type="checkbox"/>	7 Learning to learn <input checked="" type="checkbox"/>	8 Autonomy <input checked="" type="checkbox"/>
Basic skills of Science/History	Ask questions about the environment, use data search strategies, and analyze results to find answers. Interpret the present from the analysis of changes and continuities over time, to understand the society in which we live.							

	Digital skills	Use basic functions of text editing application and multimedia presentations. Make group activities using digital tools.		
Transversals skills	Learning to learn skills	Be aware of personal characteristics regarding one's own learning. Be aware of what is known and what needs to be learned. Use interaction and group learning techniques.		
	Autonomy skills	Be aware of your own strengths and weaknesses.		
5.- Learning aims		6.- Assessment	Assessment indicators	
To design a digital presentation about Ramon Folch and explain how the inhabitants of Bellpuig lived in the Middle Ages.		Assessment criteria		
		To identify who Ramón Folch was.	AE	Student finds out who Ramon Folch was. When he was born and died and the main characteristics of his life.
		To know the importance of this historical figure of our town.	AE	Student Identifies the relevance of this character.
		To find out how people of our town lived during the Middle Ages.	AE	Student knows and explains coherently what feudal society was like. Social structure, when it begins and ends, living conditions of the different social classes, ...
		To use a digital application (Google Slides) correctly to design the presentation.	AE	Student use a digital (Google Slides) application autonomously.
To participate in cooperative activities and in large groups valuing one's own and others' contributions in a democratic way.		To show cooperative attitudes (listening and active participation, mutual help and respect) towards the work team.	AE	Everyone is equally involved and respected. Agreements are reached by consensus of all members of the team.

	To interact with the classroom group respecting the turn of speech and the opinions of others, paying attention and giving new ideas.	AE	Student listens carefully, participates actively, he/she has his/her own ideas and responds precisely respecting others.
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7.- Contents

Key contents	
<ul style="list-style-type: none"> - Change and continuity. - Phases of an investigation. - Social organization. 	<ul style="list-style-type: none"> • Use of graphic representations to situate facts and stages of historical evolution. • The middle ages. Social structure, living conditions, social inequalities. • Kings, bishops, clergy, soldiers, craftsmen, merchants, peasants. • Biography of Ramon Folch. • Carrying out research work based on the relevant issues and problems of the environment, through cooperative work and based on experimentation and the use of different sources of information and digital technologies.

8.- Methodology

	Materials and resources
<ul style="list-style-type: none"> • The starting point of the project will be a question. This question will be open. • The didactic sequence is structured according to the scientific method. It is based on previous knowledge of the students. Hypotheses will be formulated by answering the initial question and cooperative research work will be initiated to confirm or refute the students' hypotheses. • The three typologies of contents will be worked on: conceptual, procedural and attitudinal. • There are activities of different types (information search, exercises, application, experimentation, production ...) 	<ul style="list-style-type: none"> • Digital concept map. https://bubbl.us/ • Text editor. • Educational videos. • Digital application to design a presentation. <p>https://www.google.com/slides/about/</p>
Session 1: <ul style="list-style-type: none"> • The starting point of the project will be a question. The previous ideas will be reflected in a concept map that will be modified during the project. https://bubbl.us/ • We will ask the children "Who was Ramon Folch?" Through dialogue and respecting the turns of speech, we will listen to the different interventions. • We will brainstorm on this topic. We will write all the answers (correct or not) on a digital concept map. In this session, the teacher will 	Universal inclusive measures: Awareness of the previous knowledge of each student.

determine the previous knowledge of the students and will also be aware of their starting point.	
Session 2: <ul style="list-style-type: none">● In groups, each one will write their hypothesis answering the question of the unit.● After this, each group will present their hypotheses.● The teacher will ask how we can confirm or refute these hypotheses. Boys and girls will understand that they have to start a research project to find out if their hypotheses are correct. We will inform students that they will explain their research work to other students of the school using a digital presentation.	Universal inclusive measures: Peer help
Session 3: <ul style="list-style-type: none">● We will provide information to students in paper format about the Middle Ages. In groups, they will read it and extract the main information.● Then the whole class group will share key information about social groups, living conditions, and timing. The information will be added to the concept map.	Universal inclusive measures: Peer help Organizing ideas on the concept map.
Session 4: <ul style="list-style-type: none">● We will watch a video about the Middle Ages to complete the information.● In groups, students will write the key information of the video. Then, we will share it with the class group and will include the new information in the concept map.	Universal inclusive measures: Peer help Organizing ideas on the concept map. Different types of activities.
Session 5: <ul style="list-style-type: none">● We will provide students with a biographical text about Ramon Folch.● In groups, students will read and analyze the information about this character. Then, we will share the new information with the whole group and we will include it in our concept map. https://bubbl.us/	Universal inclusive measures: Peer help Organizing ideas on the concept map.
Session 6: When COVID 19 restrictions allow <ul style="list-style-type: none">● We will visit the Mausoleum of Ramon Folch located in the church of Bellpuig. A guide will remind us the most important features of Ramon Folch: the life of this character and the historical significance that he had. Students will ask questions about the topic.	Universal inclusive measures: Different types of activities.

<p>Session 7</p> <ul style="list-style-type: none"> • We will include the new information about Ramon Folch that we learned during our visit to the Mausoleum. https://bubbl.us/ • In groups, students will have to review their hypothesis about Ramon Folch. • They will write their conclusions. 	Universal inclusive measures: Peer help Organizing ideas on the concept map.
<p>Session 8, 9</p> <ul style="list-style-type: none"> • In groups, students will design a digital presentation. They have to explain who Ramon Folch was and how people lived in Middle Ages in our town. They also have to reflect their conclusions of their research work. Students will share "Who Was Ramon Folch" to other students of the school by videoconference. Their presentations will be posted digitally on the school website. 	Universal inclusive measures: Peer help
<p>Session 10</p> <ul style="list-style-type: none"> • Exposing their research to other students in the school. Through a video conference, students will explain Ramon Folch's project to other students at the school. 	Universal inclusive measures: Peer help
<p>9.- REFLECTION ON THE PROJECT</p>	
<ul style="list-style-type: none"> • Teacher will evaluate the teaching process. Adequacy of teaching materials and resources, distribution of space and timing ... • The opinion of the students will be taken into account. 	