

TEACHING HISTORY IN EARLY CHILDHOOD EDUCATION: THE REING OF CHARLES III THROUGH CLIL AND PBL METHODOLOGY

ENSEÑANZA DE LA HISTORIA EN EDUCACIÓN INFANTIL: EL REINADO DE CARLOS III A TRAVÉS DE LA METODOLOGÍA CLIL Y PBL

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RESUMEN

Hoy en día la asignatura de Historia se presenta a los alumnos en los últimos niveles de instituto subestimando el valor que ésta puede tener en la Educación Infantil. Por lo contrario, el aprendizaje bilingüe se posiciona cada vez más como una preferencia en el sistema educativo español.

Por ello, en el presente artículo reúno los puntos más importantes de mi Trabajo de Fin de Grado (TFG), que se centra en el uso de la Historia como fuente de aprendizaje en los niveles previos a la Educación Primaria a través de tres metodologías, el Aprendizaje por Proyectos, el Aprendizaje Integrado de Contenidos y Lenguas Extranjeras y las Inteligencias Múltiples. Posteriormente, se describe una observación realizada en el colegio público Antonio Hernández, donde los alumnos realizan proyectos a través de la Historia y se presentan diferentes actividades basadas en las metodologías anteriormente nombradas, utilizando como hilo conductor el siglo XVIII, más concretamente, el reinado de Carlos III de España.

Palabras clave: Educación Infantil, Historia, ABP, AICLE, Inteligencias múltiples y Siglo XVIII.

ABSTRACT

Nowadays the subject of History is presented to the students in the upper High School years, thus underestimating the value that it could have in lower levels like Early Childhood Education. However, Bilingual learning has become widely present in the Spanish educational system since early stages. The present article outlines the most significant points of my Final Degree Project—which focuses on the use of History as a source for learning in Pre-primary through three different methodologies: Project Based Learning, Content and Language Integrated Learning and Multiple Intelligences. I will describe an observation made in the public school Antonio Hernández, where students study History through projects. Finally I will present different activities based on the methodologies aforementioned, which are related to the 18th century, specifically to King Charles III of Spain.

Keywords: Early Childhood Education, History, PBL, CLIL, Multiple Intelligences, 18th century.

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1. INTRODUCTION

Nowadays English is considered a priority in society. According to a study made by CIS (*Centro de Investigaciones Sociológicas*) in December 2016 about education in Spain, 22, 6% of the interviewees affirm that English is the most important subject for the training of a person, only surpassed by Mathematics with a 27, 5%. Equally, 64, 2% consider that knowing languages is a priority for the future. This new social trend, together with the Globalisation and the fact that English is one of the most important and utilised languages in the world, have achieved to modernise and adapt the education in schools.

Due to the demand for bilingualism that exists today and the necessary educational reform needed by schools, I decided to base my TFG on different methodologies along with History. In this article based on my TFG are presented some booming methodologies which try to cover the new necessities in education and how to do it through History as common thread. The decision to investigate this topic emerges of my interest in new educational inclinations and curiosity about effects which are taking place in education. The fulfilment of the TFG provides me with the opportunity of putting into practice activities and resources based on PBL, CLIL and Multiple Intelligences, to implement an internal observation in regard to analyse how Infant Education students work through Project Based Learning methodology (PBL) and confirm if the results coincide with the information previously investigated.

I have divided this article into four parts, along the first block, Theoretical Framework, I have realised a documentary research compiling information on different topics with a common thread, the idea of teaching History in Infant Education. In order to collect different and valuable information, I have investigated about different authors, opinions and resources and also I have visited some exhibitions. The second part, Observation at School Antonio Hernández, is about the observation of the lessons which are taught in one class and some conclusions about my experience with the students. Besides on the third part, I propose different activities based on the result of the observation and finally, are presented the global conclusions.

2. THEORETICAL FRAMEWORK

All projects need theoretical basis, in my case; I started investigating the XVIII in Spain and its usefulness in schools as well as information about the different methodologies used along the TFG and how to apply them in a lesson. In the following sections is presented the most relevant information for the research of my project taking as reference specialised authors in their respective fields and information collected from visits to different museums.

2.1. History, a necessary science in education

The concept of History comes from the Ionic dialect *istorie* of Classical Greece; Herodotus of Halicarnassus, historian of Ancient Greece, defined History as an activity dedicated to the investigation of present and past events (García & Jiménez, 2010, p. 25) but the definition has been completed affirming that History is a science based on reason and observation because the main objective is to know the true knowledge, providing us facts of different periods (Aron, 1996; García & Jiménez, 2010). Equally, History is also considered a descriptive science because together with the investigations, the facts are related establishing as a conclusion that the laws are not certain and cannot be altered (García & Jiménez, 2010, p. 27). In order to achieve the true knowledge, qualified people use precise and specialized instruments that allow us to describe and reconstruct the past and show how we have changed (García & Jiménez, 2010; Aron, 1996). Together with these facts, History is improving as a science due to the connection it has with Anthropology or Archaeology. They provide innovative knowledge, increasing its veracity and scientific advances such as statistics or computer science (García & Jiménez, 2010, p. 8).

Regarding students who study History, they could be defined as future citizens who will be part of society more actively, so they must know about the past in order to understand the present and improve the future. In 1933, Piaget came to the conclusion that young children could not learn historical concepts because they supposedly need prior and simple knowledge to arrive at the degree of reasoning that History needs (García & Jiménez, 2010, p. 139). Similarly, it has always been believed that in order to learn History, students need to have developed abstract reasoning, but countries like Great Britain or France have implanted the subject of History from early ages combining the contents with other subjects like Mathematics or Language and they have had a high percentage of success, so it would seem that History is not usually taught in first years of school due to the didactics and contents imposed, not to the age of students (Miralles & Rivero, 2012).

Today, it is known that History could provide many benefits to the youngest. Keeping it as a learning base, students learn about their own individual and collective inheritance, they understand that people relate to one another, thus reducing their level of self-centeredness and they also discover our values (García & Jiménez, 2010, p. 151). History helps to develop critical thinking, creating an individual, unique and coherent thought along with the fact of working cognitive skills, helping to understand and develop more abstract concepts and knowledge such as time or that life is in continuous movement (García & Jiménez, 2010, Hoodless, 2008). Another quality of History is its ability to encourage students to seek and interpret information, as well as allowing them to think about events. Students acquire the ability to deduce and synthesize information, stimulate memory and imagination, and get a more global perspective of the world,

knowing their place in society (Garcia & Jimenez, 2010, Hoodless, 2008). Another point to keep in mind could be that when historical content is transmitted, many other transversal contents are developed, as well as instilling values such as solidarity or respect and consciousness-raising of problems such as consumerism or environmental problems (García & Jiménez, 2010; Hoodless, 2008).

2.2. The XVIII century during the reign of Charles the Third

The 18th century is considered the last century of the Modern Age and is the predecessor of the Contemporary Age. It covers from 1701 to 1800, during these years many political and social changes took place in addition to the peak of the Enlightenment. In 1759 Charles the Third was named king of Spain because his older brothers Louis I of Spain and Ferdinand VI of Spain, had died without progeny (Fernán-Núñez, 1898). Charles the Third was defined as a man who liked the routine, living most of the time in *El Pardo*, *Aranjuez*, *El Escorial* and *Madrid* (Lynch, 2007, pp. 23-28). Although he had been very well educated, he was not interested in reading or music, he preferred to go hunting and be in contact with nature, but he spoke fluently French and Italian. In addition, he acted in politics, based on absolutism and the Enlightenment and he governed with great determination taking his decisions based on the happiness of the people (García, León, Tortella, Roura & Hernández, 2002; Lynch, 2007; Bravo, 1998). His government was based on a mixture of new ideas, he changed politics and the state was reformed with the help of great ministers like Floriblanca, Aranda or Campomanes (García, León, Tortella, Roura & Hernández, 2002, Fernández, 2008). Among all the reforms, it is possible to emphasize the expansion of harbours to deal with Latin America and the Philippines (Fernández, 2008, p. 194). It can also be highlighted the urban improvements and the attempt to modernize the society with large buildings and institutions (Bravo, 1998, p. 139). The aristocracy was inspired by these changes creating new palaces, such as the *Palacio de Liria* (Fernández, 2008, p. 191). Charles the Third dedicated his life to try to improve the economy, culture and government and for this reason, is considered one of the most representative kings in the history of Spain.

2.3. Methodologies

Along Infant Education, students need guidance, motivation and methodologies that promote their potential in order to consider child as the centre of learning. In addition, students should socialize with others feeling totally safe and been evaluated in a global and continuous way. Therefore, I describe below different methodologies that have been developed successfully promoting all the above characteristics.

2.3.1. Content and Language Integrated Learning

In 1994, the term Content and Language Integrated Learning (CLIL) was born. It can be defined as an educational approach in which different language methodologies are used to develop two languages in order to achieve contents and linguistic abilities (Coyle, Hood & Marsh, 2010, García, 2013). Through CLIL, several subjects are worked globally, attention is improved and memory is trained, without forgetting the ability to process several tasks and the possibility of selecting the information in an optimal way (Coyle, Hood, & Marsh, 2010). In the same line, students learn to express themselves better and it is an opportunity for introducing other cultures into the class, increasing tolerance and communication. In addition, it is a methodology accessible to all students since it could be adapted (p. 7), and based on the Vygotsky Zone of Proximal Development, which proposes to guide student in their cognitive process through meaningful and autonomous learning (p. 29).

2.3.2. Project Based Learning

Project Based Learning is considered a novelty in many schools but, in fact, it has a long history in teaching with some education professionals such as Dewey or Kilpatrick. To sum up, it could be said that the method is based on creating new knowledge in a globalized way and from significant learning in addition to developing individual and critical thinking and student motivation (Remacha & Belletich, 2015; Díez, 2002). This methodology has as the main source of knowledge projects, using them to teach different subjects, but at the same time other cross-curricular competencies such as values (López, 2007; Harmer & Stokes, 2014).

Learning begins with the choice of the subject to work, based on the preferences of students; this way, they are participants in this process, getting motivation to the lesson (Muñoz, 2011). Students investigate and ask about the chosen central lesson (Thomas, 2000, pp. 3-4), encouraging, even more, their curiosity and creating the need to work as a group. In addition, they value the consequences of their actions and develop their capacity to be critical and to give their opinion (López, 2007), completing the project sharing the investigation with classmates. They develop motivation, self-discipline, holistic thinking, a sense of collaboration, and a greater learning during the assessment, where the content is reviewed and improved (Harmer & Stokes, 2014, pp. 3-17).

2.3.3. Multiple Intelligences

Multiple Intelligences began to be considered a theory with the first investigations on the different parts of

the brain in the field of Neurobiology. Supposedly, the brain is divided into different cognitive spaces with different functions and people are not born with a certain intelligence, it changes and develops depending on the environment that surrounds us (Prieto, Ferrándiz and García, 2000, p. 60). In 1984 Howard Gardner divided these spaces into eight intelligences, for example, Logical-Mathematical Intelligence allows us to understand, pose and solve problems (Escamilla, 2015, p. 114). Visual-Spatial Intelligence has the ability to recognize and encode all the information that surrounds us, as well as improving the ability to move through space (p.116). Verbal- Linguistics Intelligence is considered one of the most important because it is part of learning to read and write (Antunes, n.d.) and in relation to the Bodily-Kinesthetic Intelligence, it could be said that it helps people to express what they feel with body movements in addition to improving the manipulation of objects (Antunes, n.d., Escamilla, 2015). Two other intelligences are Intrapersonal Intelligence, which enables people to communicate and reason about oneself (Escamilla, 2015, p. 115) and Interpersonal Intelligence, which allows one to be conscious of the character and intentions of others (p.115). Finally, the Musical Intelligence, motivates to identify, esteem, interpret and create rhythms, melodies, intensities, etc. (Escamilla, 2015) and Naturalistic Intelligence, to perceive greater ease in interpreting and communicating information, both among people and with nature (p. 116). All people possess these intelligences and the great majority could develop them at different levels (Prieto, Ferrándiz & García, 2000, p. 63).

3. OBSERVATION AT SCHOOL ANTONIO HERNÁNDEZ

Since the TFG was designed at the same time that the Internship Period, it was possible to do an investigation in the public school Antonio Hernández (Móstoles) and participate in it. This observation has not only provided more information on the basis of the project but also allowed me to design arranged activities for the observed students.

3.1. Ratonés' class

During two months I was participating in a class of Infant Education called *Ratonés* with twenty-four students between five and six years old and their tutor. I observed the students two hours per day in order to discover and understand how they work and learn through the PBL methodology and how the teacher organises the lessons and contents. In order to get as much information as possible, I designed a field study based on a qualitative research where the sample was fourteen girls and ten boys. This group research was performed through a descriptive observation with an anecdotal record (Campoy & Gomes, 2009, p. 279);

I observed everything that was happening during the lesson taking notes. In addition, according to the degree of implication, this observation is considered a naturalistic internal observation (Riesco, Fernández & Sánchez, 2012, p. 38), since I observed the students and, at the same time, I participated in the lessons. Finally, referring to the structure, it was a structured observation (p. 38), because I observed how the students work in a global way, what the role of the teacher was, which materials they used, etc. without any type of control.

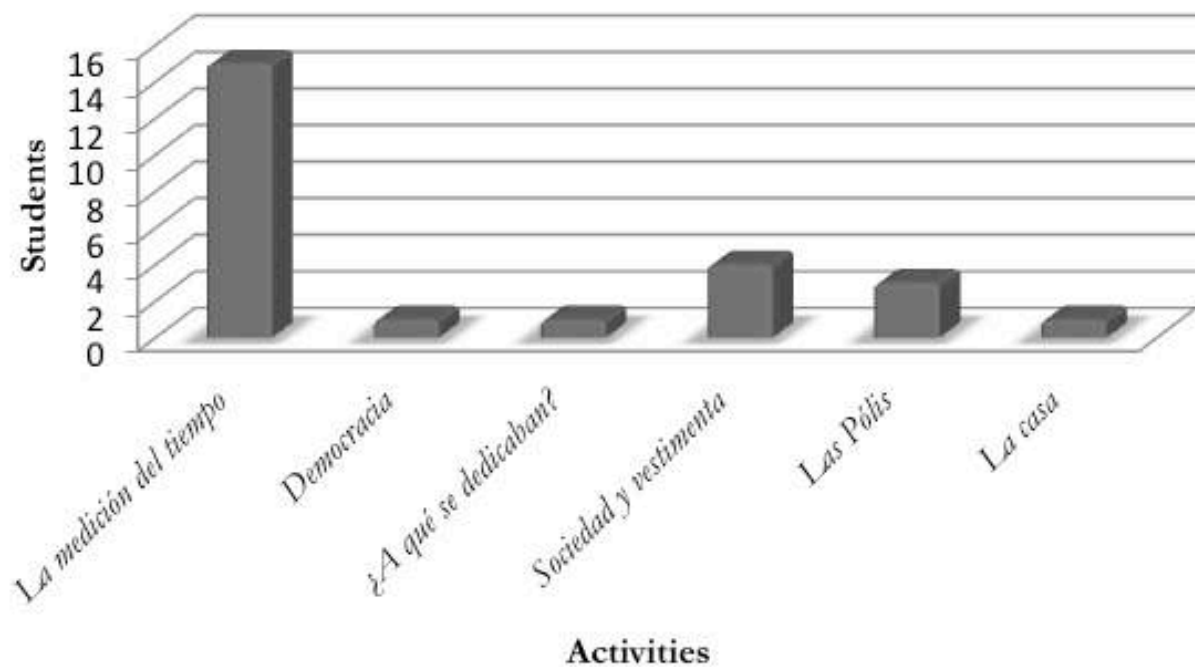
The project conducted by the class *Ratones* took place from the 1st of March to 21st of April and was divided into three different stages. First, *Etapas de la Historia*, where students dedicated one week to know the historical periods through visits to other classes which were working on projects about Prehistory and Romans as well as activities about each period. Secondly, each of them voted for their favorite period and the project was made on the most voted during the next eight weeks; in this case, the period was the Ancient history, specifically Greece during the Classical Antiquity, naming this part of the project *Grecia*. Finally, during the *Semana Cultural*, they prepared Olympic Games in the playground and a mockup of a *Polis* which was exhibited together with all the activities made along the project.

The most important stage of the project, *Grecia*, is divided into thirteen activities. Depending on the day, they work different aspect of this period following the same criteria in all the classes. First, the teacher asks about what they learned the day before and explains what they are going to work showing all the materials, explaining the steps to follow and a sample of the final result of the activity. From that moment, students start to work and the teacher is helping each group for ten minutes. If they finish before the planned hour, they could choose a play corner and be there until the end of the class. In order to summarise all the contents and activities, I have divided the activities into two types, on the one hand, worksheet activities with activities about cutting, sticking, colouring, etc. and, on the another hand, handmade activities where they manipulate real materials like cardboard, clay, clothes, etc. Through the worksheet activities, they have worked Geography, with the position of Spain and Greece, some jobs which still exist like farmer, soldier or spinner, writing by combining our alphabet and the Greek alphabet and the society through food, clothes and hygiene of the Greek period. In the case of the handmade activities, they work the time with sand clocks, architecture with the design of columns and houses, art by painting and sports with the Olympic Games.

At the end of the stage *Grecia*, a survey was conducted in the class. They had to answer the question *what activity did you like the most?* Referring to the activities done during the period called *Grecia*. The following graphic shows the results obtained in the survey:

Figure 1. What activity did you like the most?

Source: Own drawing (2017).



3.2. Conclusions about Ratones' class

In the case of the school Antonio Hernández, students always have the same tutor along the Infant Education and progressively they start to work on projects. Consequently, they become familiar with the methodology and the teachers know each of them, which means that it is simple to plan and implement projects. From the point of view of the teacher, there were high expectations of success due to it is the third project which they make along the course. Therefore, the activities have been successfully performed achieving the contents and respecting the time of each activity. It is true that not all the students have enjoyed the project at the same level, possibly one of the reasons could be the type of help which they have at home, due to the research part is made at home and, in many cases, the students who compile more information are the ones who participate most in the classes. In addition, it must be taken into account that the project has been chosen by voting, which means that a few percent of students want to learn about another period, so their motivation could also be conditioned by this fact.

In *Figure 1* it could be appreciated that the most voted activity was *La medición del tiempo* with the 60% of the votes, in which the students had to create a sand clock with plastic bottles, sand and sellotape. Following this activity it is *sociedad y vestimenta* with the 16% of the votes, an activity based on a research about clothes, food and hygiene. First, through the own knowledge of the students and, after, through the use of books and internet in class. Finally, all the information is shared and the teacher compiles it. The rest of the activities are *Las Polis* with a 12%, a worksheet where students had to write the different parts of a *Polis* and colour some pictures. The rest of the activities voted have only obtained 4% of votes each of them.

The rest of the activities voted have only obtained 4% of votes each of them. Therefore, it could be observed that there is a considerable number of students who prefer the activity *La medición del tiempo*. Students affirmed that this activity was the most interesting proposal as they had a lot of autonomy and possibility of taking decisions. Along the process, they decided how much sand they put in the bottle, how they were going to decorated it, how much sellotape was needed, etc. obtaining as a result unique and different sand clocks.

After observing the *Ratones* for two months, I could conclude by saying that the PBL methodology could be successfully introduced in Infant Education. Not only have I confirmed all the benefits which I present in the section “Methodologies” but also the development of work satisfaction about something that they choose and all the knowledge acquired from their own motivation. The flexibility of this methodology helps each student to achieve their own goal and provides the teacher with information about the necessities and priorities of each child. There are some points which could be improved, like the number of students per class, learning about more interesting information or taking more advantage of some lessons. For example, in the Ancient Greece, women could only work as spinner; during this class it is possible to address the equality between men and women nowadays. Despite this, I consider that the Project has united individual and group work, having at the same time different and unique works and cooperative task which represent all the class and, transversely, also helps students to learn to diversify their own time, since they are conscious of the length of the activities. The implementation of the PBL methodology requires innovation, flexibility, resources, participation of the community and does not allow the routine. Whereas, a globalised learning is achieved not only covering the contents of the curriculum but also other topics which help students to grow as people and improve society in the future.

4. THE PROJECT: *THE YOUNG ENLIGHTENED*

This project has been designed with the temporalization of one academic year in the second cycle of Infant Education, concretely, for students from five to six years old who study in a centre with a bilingual program. In the next sections, I am going to present, first, the points on which I have based the design of the activities and three of the activities which I proposed in the TFG, following the CLIL and PBL methodology as well as the Multiple Intelligences.

4.1. Legislative basis

The *título I* of the *Ley Orgánica 2/2006, de 3 de mayo, de Educación*, described on *BOE núm.106*, divides the Infant Education in two stages, the first from zero to three years old and the second from three to six.

According to the articles which form this law, it could be said that the priority along the project should be the game as a means to learn accompanied by the development of all the facet and needs of student and the positive reinforcement of teachers.

Using as main the source of information the *Real Decreto 1630/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas del segundo ciclo de Educación infantil*, I have designed the activities focusing on the Area *Conocimiento del entorno* because of the close relationship that it has with the subject of History. During this period students increase the socialization and cooperation with the others, besides the discovery of the world around them resulting in a huge knowledge of the reality, nature, sciences, technologies and cultures. Referring to the other two areas, *Conocimiento de si mismo y autonomía personal* and *Lenguajes: Comunicación y representación* are also developed, especially the third one, by the relationship with the second language. The Curriculum makes reference to the importance of the language during this period, explaining that is the channel through which the child communicates with the others (p.13) and, specially, oral language could be emphasised because it is the instrument by which children learn and express their knowledge. These points could be complemented with Vigotsky's theory, this author presents a similar idea about the language and the communication, he affirms that the thought is developed through the communication and this fact helps the students to solve problems and interact with the environment. In addition to this, it is important the assessment period, since the teacher could confirm if students have acquired the programmed objectives for their stage and personal characteristics. According to the *Artículo 5* belonging to *Capítulo II* of the *ORDEN 680/2009, de 19 de febrero, por la que se regulan para la Comunidad de Madrid la evaluación en la Educación Infantil y los documentos de aplicación*, the evaluation should be made along all course taking into account the global learning through techniques such as direct observation (p. 5).

4.2. The context and the activities

This section covers two different proposals, on the one hand, in the point *How to set the class* I present the context which should involve the class in order to achieve the project with ideas about the organisation of the class, the hours and the routines or special activities which could be made along the year. On the other hand, the second part, *The activities*, is dedicated to explaining some activities which I presented along the TFG. All the ideas presented in the following sections are based on the contents, difficulty, levels, teaching periods and subjects of the school Antonio Hernández and my own judgement for designing the project. I have tried to work topics from the closest to the farthest using greatly the imagination of the students.

4.2.1. How to set the class

Along the year there are a lot of celebrations which could be related to Charles the Third, two of the celebrations which could represent him are Carnival and Christmas. During the reign of Charles the Third, all the arts and performances were a usual resource for entertaining the society, in special the Carnival was celebrated lively in the cities and the country (García & Mora, 1995, p. 259). The school could take advantage of this fact and organise the Carnival in relation to the court, kings of the XVIII century, types of workers and peasants, etc. In the case of the Christmas, Charles the Third imported the tradition of creating a Neapolitan nativity scene in the Real Palace and made it with his wife. Equally, the centre could create this type of nativity scene with the collaboration of all the students. Another possibility would be organising trips to the places where the king lived with his entourage. In the case of Charles the Third, he only lived in Madrid during Christmas and Easter, depending on the season, he settled in different palaces. During winter he visited *El Pardo* in order to live near the nature, the *Palacio de Aranjuez* in spring for improving the agriculture with some innovations, in summer to *La Granja* for the hunting and fishing, the king's favorite hobbies, and in Autumn *El Escorial* and *San Lorenzo del Escorial*, a small village which was transformed in the lodging of the court (Cultura Comunidad de Madrid, 2016).

In the same way, students could learn about the music of the XVIII century listening to pieces of music when the school bell rings, some examples could be *Fandango a composition of Luigi Boccherini*, *La capricciosa corretta of Martin y Soler* or any music of *Gluck*, *Haydn*, *Mozart* or *Beethoven* (Fundación Juan March, 2012, p. 17). Moreover, during the break and psychomotricity class could be encouraged games of that century that were used to entertain people in order to dispel them of vices as well as have healthy hobbies like bowling, boules, Backgammon, blind man's buff, draughts, chess, etc. (Hernández, 2011, p. 18). Furthermore, the school could celebrate important occasions as the birthday of Charles the Third, such as during his reign; there was a day with many festivities like plays, dances, royal cabalgates, masquerades, etc. (Sambricio, 1988).

Regarding the class, the teacher could put students by groups in different tables calling them *districts* like the eight districts in which Madrid was divided during the XVIII century. The real districts were *Cuartel de la Plaza*, *Cuartel de Palacio*, *Cuartel de Afligidos*, *Cuartel de Maravillas*, *Cuartel del Barquillo*, *Cuartel de San Gerónimo*, *Cuartel de Lavapiés* and *Cuartel San Francisco* (Martínez and Asensio, 1800). Taking into account these names, one of the tables could be *Palacio's table* and the students who sit in it, the enlightened who lived in this district. Traditionally, each district had one mayor for protecting and helping the population, in our case each table could have one mayor each week who would make special actions like distributing the books, collecting the crayons, interceding in the arguments of the other students for solving them, etc.

Another resource related to the reign of Charles the Third is the *Sociedades Económicas de Amigos del país. Real y Distinguida Orden Española de Carlos III*, this community awarded to people who made good actions for Spain (Blasones Hispanos, 2013). The teacher could extrapolate the idea to the class as a positive reinforcement and award students with an insignia in special moments like making a task really well, helping to the others, being polite, etc. Finally, the teacher could create a timeline with a ball of wool representing the periods of the human history. The idea is based on sticking a big piece of wool on the wall as a “line” and divide it into the different periods, for example, the Prehistory is the longest period, so that piece of wool will be the longest. Besides, we could add pictures or important dates, especially in the Modern and Contemporary Age, connecting the period of Charles the Third and ours. This activity could be implemented together with a big poster titled *Today’s News* where they could put experiences or important moments both in class and in their free time in order to understand that the time is a period and that past, present and future exist. With this activity, the teacher has the possibility of working the different periods during the week showing news of the past, remembering their experiences and also putting information from next events.

In order to create a real context, the class could have corners where students could stay in different moments. If the teacher is going to dedicate a few time for the corners every day, students could be divided into groups and take turns being in each corner each day. All of the corners which I have designed are related to Charles the Third and the XVIII century:

- **Role play corner:** The objective of this corner is to develop the symbolic game with students. Playing could help them to run their tensions, balance their necessities, accept rules while allowing teachers to observe behaviours and discover what they need. Along the year the teacher could create different sceneries in this space like a palace, in this case the Royal Palace of Madrid or Aranjuez where Charles the Third used to live. Also a post office, since it was the king who established the public post service, a house formed by objects that existed at this time, etc. all of them inspired in the XVIII century. For example, if the teacher chooses an old shop, students could participate in the process of the creation and construction. First, the teacher presents photos to the class of shops in the XVIII century and they compare it to the ones nowadays. In order to increase their curiosity, the teacher could ask questions like *What were they selling in those years?*, *What kind of money did they use?*, *Who went to these shops, the king?* etc. As a result of this intervention, the teacher asks students to look for information about it at home and bring it to class. From the information, all of them could contribute with ideas in an assembly and create the corner with some objects like food made with clay that was eaten in those years, weighing scales

(for the food in bulk), coins and paper bills, a cash register, a table like counter etc. It is interesting to include the *Real de a Ocho*, an important international currency which was useful in all the continents (Ruiz, 2013) and some clothes like hats, capes, flounces, fans, etc.

- **Logical and Mathematical corner:** In this space, students could develop not only the thought but also the language. They learn coordination, observation, memory, attention, etc. through activities of construction, manipulation and discovering games, all of this playing by groups, pairs or individually. In order to achieve these contents teachers could provide students blocks, cards, circuits, objects to compare like balls or water and graphical symbols. Additionally, some special games about XVIII century could be:
 - **Talking through flags:** In 1738 was develop a communication system with flags for getting a correct communication between the ships in the sea. This system was improved over the years by different countries creating and alphabet with flags. In the class, students could have one poster with the drawings of the flags and the letter or numbers which they represent and, at the same time, one box with the miniature flags. With this material they could create their own messages and show it to another student, who should decipher the message.
 - **Compare and guess:** The teacher could fold a piece of paper in half and draw a building of the XVIII century on the outside of the paper and, after that, draw the same building but with a XXI style. This way, students could play by pairs interpreting with the first drawing which kind of building is and, later, verifying their ideas with the modern drawing.
 - **Past or present?:** In a piece of paper, the teacher could draw two columns and write in one the word “past” and the word “present” in the other. After that, different objects of the past and the present would be designed and printed as clothes, utensils, means of transport, machines, etc. and ask students to divide them into objects of the past in one column and objects of the present in another column.
 - **Who is who?:** Through the classic game *Who is who?* The students could identify some of the most important characters of the XVIII century, depending on the day the teacher could choose inventors, kings, the family of Charles the Third, etc. and help the students by giving them pictograms with colours, adjectives and chunks.
 - **Building corner:** Together with all the advantages which have the Logical and mathematical corner, this corner provides the opportunity of creating and experimenting with their own constructions like lego, plastics or wood bricks, while developing at the same time visual-spacial skills. One of the proposals is the idea of creating buildings in relation

to Francisto Francisco Sabatini, one of the most important artists of Charles the Third's court. In one box there could be photographs of buildings and monuments which this author built or improved and that students should represent with bricks. They could play by pairs, groups or individually and both, on tables and on the floor. Some examples of photographs could be: *Palacio Real, Puerta de San Vicente, Puerta de Alcalá* or *El Pardo* (Romo, n.d.).

- **Art corner:** This corner allows students to experiment and manipulate different materials. A huge sensory stimulation is created and students could develop their creativity and freedom of expression. This part of the class should have illumination and, if it were possible, water tap in order to clean the materials. The corner could have watercolours, paintbrushes, sheets, etc and stimulating materials like clay, flour, fruits, sponges or ink. During the reign of Charles the Third, the industries of porcelain, crystal and silver were highly popular. We could use some examples of these objects in order to create new creations with different materials like clay, papers, bottles, etc. and learn about the techniques which they used and, after that, to create an exposition for class or the school. In addition, teacher could prepare a space for relaxation. In this case, an unpainted Goya painting could be installed and be used when a student needs their own space, with this activity, they concentrate their energy into painting and clear their mind forgetting their anxiety and enjoying the art.

4.2.2. The activities

As a consequence of the study and observation of the PBL, CLIL and Multiple Intelligences methodologies I have enough information to develop some activities related to Charles the Third and the XVIII Century. As a continuation of the project, there are described three activities, presented in the TFG as an example. The activities are described taking into account the teaching style of the class *Ratones* in the school Antonio Hernández, which means that I follow their schedule, level and contents. There is a preference for investigation and handmade activities since during the observation these were the activities which the students enjoyed most and more contents were covered.

- **Investigating my life.**

Date: The entire course.

Time: Several sessions of 45 min.

Main aim: To know information about Charles the Third, to develop self-awareness and to learn vocabulary about different topics.

Secondary aims: To improve the sentence structuring.

Cross-curricular aims: To motivate the knowledge about others. **Lexis:** Vowel's pronunciation, I am..., I want to be..., My favorite..., This is...

Grammar: Family, adjectives, colours, pets, parts of the house, jobs, etc.

Competences: Linguistic communication, Sense of initiative and Conscience and cultural expressions and Learn to learn.

Multiple Intelligences: Interpersonal intelligence, Logical/mathematical intelligence and Linguistic intelligence.

Materials: Photographs of Charles' family, Velcro, cardboard and worksheets.

Activity: At the beginning of the course, the teacher introduces Charles the Third and his family. After that, the structure of a family tree is drawn in a big cardboard and the teacher reviews the members of the family with the students at the same time as they put in order photographs of the royal family and their names with Velcro in the family tree. Since this activity is started at the beginning of the course, later all the students could look for vowels in the names of the family and review the different pronunciation of them. The family tree will be exhibited in class to play by removing the photographs and finding the correct place in the family. After that, the teacher could suggest the idea of creating a book for each student with information about them along the course. The first step is to ask at home for a recent own photograph and stick it on a worksheet with a physical and personal description, for example, the colour of the eyes and hair, the height, some qualities, etc. Along the year some sessions could be dedicated to this book adding worksheets with information like their favourite animals, colours, the description of their houses, what they want to be in the future, etc. and connect all the contents of the year with this global activity. Furthermore, at the same time that they do their worksheet, the teacher will also present the same information but about Charles the Third, creating in this way an example of what they should do in the worksheet and teaching characteristics of the character of the project.

Evaluation: Depend on the topic, teacher could develop different assessments with games, activities, reviews, etc. and to encourage the relationships between students dedicating one day to each of them where the student could present information about their life with help of one member of their family. In this way we are reinforce the autonomy, vocabulary, speaking and the self-knowledge.

▪ **Describing Charles the Third**

Date: November

Time: 45 min

Main aim: To learn some principal descriptive adjectives

Secondary aims: To introduce the Wh- questions

Cross-curricular aims: To work the self-image and to practice the use of TIC's through the smart board.

Lexis: I am.

Grammar: Colours, cloths and adjectives like tall, short, young, old, big or small.

Competences: Linguistic communication, Digital competence, Sense of initiative and Conscience and cultural expressions.

Multiple Intelligences: Visual/spatial intelligence, Kinesthetic intelligence, Intrapersonal intelligence and Linguistic intelligence.

Materials: Whiteboard, paintings, pictograms, copies with columns and crayons.

Activity: The teacher shows in the whiteboard one by one the paintings El Infante Carlos III (Jean Rane), Rey de las Dos Sicilias (Giuseppe Bonito), Carlos III (Antoni Rafael Mengs) and Carlos III (Francisco de Goya y Lucientes) and they ask to the students some questions about the paintings with the help of some clothes, adjectives and pictograms. Some examples of questions are *Who is him?*, *Why does he use these clothes?*, *What is he doing?*, *What could he do before and after of this moment?*, *Did all the people use the same clothes as him?* Etc. After observing each painting, the teacher shows to the students all the paintings at the same time and asks them to put in order all of them depending on the age that they think the king is. During this time, the teacher asks them why they choose one or another first with the purpose of comparing the characteristics of the king at the same time than some adjectives with pictograms like young, old, tall, small, etc. After that, the teacher gives them one paper divided into three parts with the titles *I in the past*, *I in the present* and *I in the future* and they should draw themselves in the different moments. Finally, they could write short sentences with adjectives which appear in pictograms with the chunk *I am...* for example, *I am tall*.

Evaluation: The teacher could gather all the students and ask one by one to respond to a pictograph, for example, if the teacher shows to one of them the pictograph "Big", the student should look after something big in the class and show it to the others.

▪ **Great inventions of the enlightened.**

Date: May.

Time: Along one week.

Main aim: To investigate about inventions and to encourage relationships with others.

Secondary aims: To search particular and principal information and to understand the logical sequence of actions.

Cross-curricular aims: To improve the reason and critical thinking.

Lexis: They used this for (+ ing), Yes, I do and No, I don't.

Grammar: Vocabulary like author, invention, numbers, etc.

Competences: Linguistic communication, Digital competence and Mathematical competence.

Multiple Intelligences: Visual/spatial intelligence, Intrapersonal intelligence, Logical/mathematical and Linguistic intelligence.

Materials: Worksheets.

- **Rubber:** Silicone, cornflour and a bowl.
- **Parachute:** Plastic bag, rope, scissors and sellotape.
- **Cologne:** flowers, distillate water, 90º alcohol and flower extract.

Activity: The development of the Enlightenment encouraged the creation of new inventions like the hot-air balloon, the refrigerator, the power loom, the blast furnace, the sextant, the piano, the smallpox inoculation, etc. (Fernández and Vidal, 2012, p.96-97). In class, the teacher could assign one invention to each student who should investigate at home about it and complete a sheet with a photo, the year of invention, the author and its use with the sentence *They used this for (+ ing)*. The following week, each student shows the information in the assembly and the teacher asks if they think that the invention still exists today, if it has been improved and if they think that it is useful. Along the week, the teacher proposes three different workshops in class in order to simulate inventions of the XVIII century: the rubber, the parachute and the cologne. At the beginning of each workshop, the teacher reviews with students the information which they have about the invention and asks them how they could make it. Immediately, the teacher shows the materials which they need and ask again about the steps which they think that they have to follow. Finally, the materials are divided among the students and they create the invention.

On Friday, the teacher tells the students that if they are enlightened, they should think in their community, in this case, the school, and ask them to think during the weekend about how to improve it through inventions, new rules in the classes or any other thing which could help the school. The next week, the teacher takes notes about the ideas in a big paper and all together decide what they are going to do. For example, in the case of the school Antonio Hernández, each classroom has a lot of stories and books in the library, but they never find the book that they want because all of them are mixed and disorganised. One idea is to stablish a system for solving the problem. One option could be numbering the books and making a list with all the numbers and their titles, this way, they would look at the title of the book with their respective number and look for that number in the library. Another system could be dividing the books by topics as animals, English, poetry, some authors as Roald Dahl, Oliver Jeffers, etc. giving to each topic, for example, a colour. Finally, a good initiative in bilingual schools could be creating a system that reflects the difficulty of reading a book, for example writing an A in the most complex books and follow the scale until the D with the easiest to read.

Evaluation: The assessment will be carried out by the teacher throughout the activity, primarily, and the attitude presented in the second part of the activity when they provide an idea to help the community.

At the end of each activity, it is necessary to make an assessment with the students about the activity and a self-assessment with positive and negative aspects in order to improve future proposals. In the case of Infant Education together with PBL methodology, the priority is to develop this assessment with an observation during the activity in order to know if all the students achieve the objectives but could also be made through games, questions, drawings or speaking about the subject in an assembly.

5. FINAL CONCLUSIONS

In this last section, I expect to summarise the ideas developed throughout the article and the TFG along with their possible usefulness in the field of Education as well as to present the results derivated from all the research and to describe a global assessment of the project.

At the beginning of the proposal, the main objective was to investigate the different topics that are covered in the TFG. Not only methodologies and contents for creating a basis, but also information about the XVIII century and Charles the Third, in order to know History to teach it. Another important point to take into

account is the career of History as a subject, where is manifested the low esteem but necessary permanence of History in schools and all the positive consequences this imply. As a result of the investigation, I designed the objectives that I wanted to achieve along the TFG and the methodology that I was going to follow with the possibilities which I could take advantage when I was doing the Internship Period in a school which works by PBL methodology. Through that opportunity, I proposed a permanent observation in a class, obtaining valuable information that has been useful for developing the rest of the project. Finally, the last part of the TFG, has been dedicated to designing activities based on the information described above. Regarding the objectives, the theoretical research has allowed me to investigate about all the points which appear along the TFG since the topics are booming and authors for the most part are active. Although there are not many documents specifying the study of History in Infant Education, the PBL methodology is highly related to it, so there were a lot of examples from different schools and countries. Besides, specialised education journals publish a lot of interviews and projects about PBL, CLIL and Multiple Intelligences; this has facilitated the investigation and understanding of the methodologies. In the case of Charles the Third and the XVIII century, there was a huge amount of information in Spanish in addition to the exhibitions in museums which have contributed to the project with anecdotes and specific information that allowed me to create more personalised activities.

In general, all the information that belongs to the theoretical framework could be contrasted with the experience lived in the School. The PBL methodology provides students a different and motivating way of learning. In addition, working about Multiple Intelligences shows the best qualities of students and improve their skills besides the fact that the relationships with others and nature are worked. In the case of PBL methodology, there are a lot of positive arguments for implementing it in the class. As well the contributions noted in the first part of the article, it is possible to teach the second language together with the mother language and to achieve a complete knowledge in both cases. This involves an extra effort from school, teachers and parents; but this work is rewarded in Primary and Secondary Education when the students have double of capacity for achieving the highest level of comprehension. Since the TFG not only presents information about methodologies but also shows a direct observation in a real class, the proposal of several activities could be useful in future investigations and PBL and CLIL project. In addition, this could be a reference for schools and students who are interested in these topics.

As a consequence of all this investigation and the results described it could be said that the bilingual education is one of the best options for promoting real education. Equally, it has been shown that History could occupy an important place in this type of education due to all the possibilities and innovations which offers this subject definitely denying the idea presented at the beginning of this article, the believe that History is

only for Primary school students . In fact, History is useful at any time of life because it could teach us how to improve the present and create a better future.

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