Historical Thinking as a Dynamic Vehicle for Teaching Through Key Competences:
The Roles of the Teacher and the School

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EXECUTIVE SUMMARY

It is evident that the integration of key competences in the educational panorama and in the curriculum is not perceptible in the practical development of the classroom. Given the lack of clear and practical proposals in the legislation that facilitate this implementation, this chapter aims to analyse—through an updated bibliography—the role of the school and the teacher in making key competences effective in the teaching of social sciences. In the same way, it sets out what is considered to be the most effective way of working on key competences in social sciences: through the development of historical thinking and the concepts that define it, as well as the critical spirit, providing students with skills for their personal development, the ability to transfer concepts to everyday situations, as well as empathy and commitment to their social environment.

INTRODUCTION

In recent decades, education in Spain has been evolving — at a dizzying pace — at the same time as its society has been changing, in order to generate the necessary and most suitable educational scenarios for each context. This constant adaptation seeks — at all times — that the student, in addition to achieving a predominantly conceptual learning, is also capable of applying it -subsequently- in his or her development at different levels. In other words, the aim is to teach in a way that enables the transfer of the learning acquired. This is why we speak of teaching through key competences, since they are those that enable the transfer of both knowledge and skills to situations of a varied nature (Miralles and Gómez, 2021).

However, the integration of competences in curriculum development is not carried out in a way that is visible and practical for teachers and transferable to the reality of the classroom and the school (mired in a disarray between theory and practice) is failing. In this sense, the administration must make the necessary resources and tools available to teachers and educational centres for the performance of their daily tasks, and must be responsible for ensuring -therefore- that this curricular integration of competences is effective, not a mere addition, but that it is perfectly threaded into the planning of the teacher in the teaching-learning process (Álvarez, Díaz and Molina, 2021). Of course, the main way is through a transition in competency training, in which the theoretical and generic scope of the concept is transferred to the way in which this competency approach can be transferred to daily tasks (López, Velasco, Santidrián and Armas, 2011). In other words, teachers must be able to relate key competences to other curricular elements, so that they understand this competence approach from a practical and transferable perspective.

HISTORICAL THINKING AS A FACILITATING VEHICLE FOR THE COMPETENCY-BASED APPROACH IN SOCIAL SCIENCES

Currently, the concept of competences -despite being included in educational legislation for more than a decade- is still new (and not always understood) by the educational community, which assimilates the competence approach as something diffuse, since it is not clear how it should be worked on by students both in the classroom and outside it.

However, as a result of this generalised lack of knowledge, there is currently a mistaken belief that less content is taught through competences, when the reality is that, in addition to acquiring the same content established in the curriculum of the Spanish education system, pupils work on a series of skills that will enable them to understand, reason and apply this knowledge later on. With the inclusion of these key competences in teaching practice, there is a clear need to assess both the acquisition of the content established in the curriculum and, on the other hand, the acquisition of skills or aptitudes that allow them to apply this knowledge in their development as individuals and in the transfer to real situations in their day-to-day lives (Molina, Ortuño and Miralles, 2011). It is therefore a tool at the service of teachers through which the teacher enjoys a greater margin of autonomy, while the student obtains a more significant and transferable learning to their everyday context, it is essential for teaching practice to know the episteme that surrounds competences in order to be able to introduce, use and assess them (Campos, 2008).

In the Social Sciences, Geography and History class, students' learning should not be based solely and exclusively on the memorisation of dates and events in the past, but rather on the students' ability

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