



Working with local heritage from documentary historical sources. Didactic proposal for the Spanish northwest from the perceptions of the students

Trabajar patrimonio local a partir de fuentes históricas documentales. Propuesta didáctica para el noroeste español a partir de las percepciones del alumnado

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Received: March 15, 2023

Approval: June 28, 2023

Online publication: December 22, 2023

Citation: Suárez Suárez Álvarez, P. and García Morís, R. (2023). Working with local heritage based on historical documentary sources. Educational proposal for northwestern Spain based on students' perceptions. *Maskana*, 14(2), 9-17. <https://doi.org/10.18537/mskn.14.02.01>

Abstract:

The aim of this paper is to describe a proposal for the transfer of local history starting from students' perceptions. Through an example applied to the north of Spain, specifically to the council of Carreño (Asturias, Spain), which was investigated from a historical point of view, a didactic transfer was proposed that starts from the study of school representations of the immediate environment. In the proposal, historical school knowledge is problematized by using documentary sources that give visibility to spaces, themes, and people traditionally made invisible by school history but which have been part of social history or women's history for a long time. The chosen case has allowed us to identify useful local sources for this task, generating a proposal aligned with the new Spanish curricular framework.

Palabras clave: local history, students' perceptions, documentary sources, didactics of history, school history.

Resumen:

Tras llevar a cabo una investigación histórica, se presenta una propuesta de transferencia desde la historia local hacia la historia escolar. A través de un ejemplo aplicado al norte de España, concretamente al concejo de Carreño (Asturias, España), que se investigó desde el punto de vista histórico, se propuso una transferencia didáctica que parte del estudio de las representaciones escolares sobre el medio próximo. En la propuesta se problematizan los saberes históricos escolares a través del uso de fuentes documentales que dan visibilidad a espacios, temáticas y personas, tradicionalmente invisibilizados por la historia escolar, pero que forman parte de la historia social o de la historia de las mujeres desde hace décadas. El caso escogido nos ha permitido identificar fuentes locales útiles para este cometido, generando una propuesta alineada con el nuevo marco curricular español.

Keywords: historia local, percepciones del alumnado, fuentes documentales, didáctica de la historia, historia escolar.



1. Introduction

This contribution presents a proposal for educational innovation in social sciences that involves the use of local heritage, using documentary sources to connect historical knowledge learned in school. Although this proposal is limited to a specific chronological and geographical framework, it can be extrapolated to other territories and stages. The proposal takes as its reference a group of students in their final year of secondary education (aged 16) at a secondary school in northern Spain, located in the municipality of Carreño, in the autonomous community of Asturias. The school is located in Candás, a fishing village that is the capital of this Asturian municipality. This area has a rich local and documentary heritage, as well as a suitable size that allows for small-scale activities that are accessible to students.

The municipality of Carreño is located on the central coast of Asturias in Spain. It borders the municipality of Gozón to the north, Gijón to the south, the Cantabrian Sea to the east, and the municipalities of Corvera de Asturias and Gozón to the west. With an area of 66.70 km², it has 10,288 inhabitants, according to 2021 data from the National Institute of Statistics (INE), distributed among its twelve parishes: Candás, Perlora, Albandi, Carrio, Pervera, Prendes, Piedeloro, Logrezana, Guimarán, El Valle, Ambás, and Tamón.

From a temporal point of view, the educational proposal focuses on the 18th century, the Age of Enlightenment in Europe, a period of great importance from a political point of view, with politics focused on promoting a series of important reforms or reformist projects within the Spanish crown. In order to carry these out, studies were necessary to understand what the enlightened thinkers insistently referred to as the situation of the country, both economically and demographically. This generated a huge amount of documentation in the wake of this reformist zeal, documentary collections that are largely preserved today.

Taking into account the curriculum, we proposed this educational innovation to be applied to teenagers in the final year of secondary education (4th year of ESO) at the Candás Secondary School. The primary objective is none other than to contribute to the development of historical thinking, which is closely linked to the development of critical thinking, including the dimensions of historical understanding, causality, perspective, and historical empathy (Santisteban, 2010) in all of the activity blocks.

2. Theoretical framework

The aims of teaching and learning history as advocated in universities and research do not always coincide with the reality in schools, where very traditional approaches to the curriculum predominate (Canals and González-Monfort, 2011).

In Spain, both in terms of social science teacher training and university research, the teaching of history and social sciences is based on a critical paradigm that links the subject to the development of social and civic competencies and education for global citizenship, as is the case internationally (Santisteban, 2019; Ross and Vinson, 2012; Ross, 2021).

Legardez (2003) considers that social sciences should deal with “living social and historical issues,” which are those that are alive in society, in reference knowledge, and in school knowledge. The aim of the social sciences is to educate critical and responsible individuals within the democratic system, emphasizing their education in values such as freedom, education, participation, and equality (Benejam, 1997).

In this regard, although innovative programs are more frequently implemented in the field of social sciences in primary and secondary education, the curriculum reform that has been demanded for years is reflected in the new education law (LOMLOE) approved in Spain in 2020, whose new school curriculum is currently being implemented. Schools and teachers need resources and proposals that enable the development of this new curriculum framework for the development of critical proposals in school history. For this reason, it is necessary to design and make available to teachers resources and materials adapted to this conception of history teaching, so that students receive proposals related to their immediate environment that serve to connect and identify school knowledge, something essential in social sciences.

2.1. Documentary sources for working on local heritage

The new Spanish curriculum framework prioritizes competency-based learning and, among the specific competencies linked to history subjects, those related to the development of historical thinking skills stand out, where historical sources play an important role in historical interpretation (Santisteban, 2010). Activities related to local heritage are significant for learning history (Borghi, 2010), fostering a sense of identity through familiar, everyday examples and promoting critical thinking by using concepts and examples that are familiar to students (Guerrero-Elecalde and López-Serrano, 2021). In addition, local history and heritage also allow for the development of critical proposals, making people, spaces, and themes that are traditionally overlooked in school history lessons more visible (García-Morís et al., 2021).

The educational importance of local heritage is also evident in the growing number of educational research studies carried out on the subject (Fontal and Gómez-Redondo, 2016; Fontal and Ibáñez-Etxeberria, 2017; Jagielska-Burduk and Stec, 2019; Gómez-Carrasco et al., 2020), interventions and research carried out in experiences with trainee teachers (Valverde-Fernández et al., 2018). Likewise, teaching experiences on local heritage allow

for cross-curricular work in different areas, such as Social Sciences, Mathematics, Natural Sciences, and Language and Literature, among others, with models that are perfectly exportable to our geographical area (Pastor Blázquez and Santisteban Cimarro, 2020). In this regard, documentary sources as a tool for addressing historical issues have proven to be an ideal and easily accessible resource for students. As a result, teaching proposals and research using documentary sources continue to be published in the field of social science education, particularly in history education (García-Morís, 2016; Guerrero Elecalde and Chaparro Sainz, 2019; Guerrero Elecalde and López Serrano, 2021; López Serrano et al., 2019; Ortega Cervigón, 2020) and archives (Ortega Cervigón, 2019 and 2021), highlighting their potential for teaching and learning history and for developing historical thinking skills (Ortega Cervigón, 2020; Santisteban, 2010).

Our proposal revolves around the use of documentary sources to work on local heritage, following the cooperative learning methodology.

2.2. Working on what is meaningful through cooperative learning cooperative

Ruiz Martín (2020) points out that no classroom methodology is effective per se, but rather must be tailored to the students, “the purpose and the context,” as there is no “specific effective recipe” (p. 32). In accordance with the author, we have developed our proposal taking these factors into account, after analyzing the students’ representations through a questionnaire designed for this purpose. In other words, in the first phase, we surveyed the selected students on historical and heritage concepts in their immediate environment, with the aim of learning about their knowledge, but also their opinions on local heritage.

Subsequently, taking their responses into account, we designed a series of activities based on the fact that the students are closely interrelated with the context. This is partly because the students are generally from the municipality, so they are familiar with its particularities and the environment in which the activities developed in this proposal are based.

With the exception of the first activity, all were designed to be carried out in groups, so we believe that the methodology used to implement them should encourage cooperative learning. Cooperative learning is the “educational use of small groups in which students work together to maximize their own learning and that of others” (Johnson et al., 1994, p. 3) and differs from individual learning in that it is believed that students progress more thanks to interaction with other classmates and their group members through communication and the different skills they possess.

According to Brown and Ciuffetelli (2009), there are five essential elements in cooperative learning:

1. Positive interdependence: the teacher sets a joint goal so that students become aware that they must work together, bearing in mind that if one person fails, the others cannot succeed.
2. Face-to-face interaction: students must help and motivate each other, solve any problems, share their knowledge, and analyze the concepts they are learning.
3. Individual and group responsibility: all students must take responsibility for achieving their goals, fulfilling their roles correctly, and being clear about their objectives so that they can evaluate them, as well as each other’s efforts. The group must be aware that they cannot succeed solely through the work of others and know who needs the most help.
4. Cooperative skills: group members must convey confidence, be able to verbalize how to resolve conflicts, have the ability to communicate and express themselves correctly, and have leadership and decision-making skills.
5. Group evaluation: the group must know to what extent they are achieving their objectives and how effective its members are, in order to know which tasks should be maintained and which should be changed.

As far as possible, we have taken these five elements into account in designing our proposed activities to connect school knowledge with local history, including in the assessment proposals objectives such as cooperative skills and individual and group responsibility, as well as positive interdependence (if one fails, we all fail), always working from different levels of analysis.

2.3. Study of students’ representations of their immediate environment

To gain a better understanding of the image that students have of the municipality of Carreño, a questionnaire was given to a group of students from the local secondary school, with questions on general historical periods and the municipality’s heritage.

Thirty-five students in the fourth year of compulsory secondary education (ESO) at the Candás Secondary School (aged 16) participated in the study. As stated in its P.E.C. (School Education Project), this school educates 80% of the population of Carreño between the ages of 12 and 16 and has been an educational institution for more than 50 years. Also noteworthy is the relationship that the center maintains with other organizations, such as nearby primary schools, the Teacher Training and Resource Center in Gijón, the University of Oviedo, and its active collaboration with the Carreño Town Council.

The questionnaire consists of 14 items divided into two sections (Table 1). The first section consists of three multiple-choice questions on chronological content, such as historical periods, the time frame of the Modern Age, and the years covered by the 18th century. The second section of the questionnaire focuses on Carreño and asks questions about the geography and territorial organization of the municipality, as well as specific heritage elements

for identification. There are also two open-ended questions that address the importance of caring for cultural assets and the value that students attribute to these elements. Within the representations, it seems essential to understand the connection they have with the place where they live (Cuenca López et al., 2020).

The results obtained in the questionnaire on the municipality of Carreño were taken into account in the development of the teaching proposal, the structure of which is discussed below.

2.4 Structure of the proposal

The educational proposal was called “The Present of the Past in the Council of Carreño” and, although it is not based on an specific problem can be framed within what the curriculum defines as a Learning Situation, that is, a situation and activities that involve students carrying out actions related to the competencies of the curriculum, both key and specific, contributing to their development and acquisition. In Geography and History, work on causality should also be encouraged. Our proposal, structured in four blocks, will revolve around these principles and will always include the following sections:

Tabla 1: Questions from the questionnaire

Questions	Options
Block I. HISTORICAL CATEGORIES	
1. Put the following historical periods in chronological order (1 being the oldest and 5 the most recent).	Middle Ages; Ancient Age; Prehistory; Contemporary Age, Modern Age.
2. The Modern Age comprises the 16th, 17th, and 18th centuries, but two historical dates are considered milestones marking its beginning and end. What are these dates? Choose one option.	a) 1401-1789 b) 1492-1789 c) 1492-1801
3. Which years does the 18th century cover? Choose an option.	a) 1701-1800 b) 1601-1700 c) 1492-1516
Block II. ABOUT CARREÑO	
4. Carreño is a council or municipality divided into 12 parishes. Which are they?	a) Candás, Perlora, Albandi, Carrió, Prendes, Pervera, Piedeloro, Guimarán, Logrezana, El Valle, Ambás, and Tamón. b) Candás, Perlora, Bayas, Laspra, Santa María del Mar, Santiago del Monte, El Valle, Naveces, Pillarno, Quiloño, Salinas. c) Candás, Bañugues, Albandi, Luanco, Piedeloro, Guimarán, Logrezana, El Valle, Prendes, Pervera, Carrio, Prendes.
5. Which municipalities border Carreño?	Free answer.
6. Do you recognize these places? Can you say what they are and where they are? *Include a photograph of the remains of a medieval tower (Torruxón de Prendes) *Includes photograph of megalithic funerary archaeological remains (Monte Areo) *Includes photograph of seaport (Candás)	Free answers.
7. Can you say in which century the following buildings in the municipality were built? Choose one option: * Include a photograph of the Church of Santa María de Piedeloro, identifying it in the caption. *Include a photograph of the Santarúa Fountain, identifying it in the caption.	Photograph 1: a) 13th century b) 18th century c) 20th century Photograph 2: a) 10th century b) 18th century. c) 20th
8. Do you recognize this image? Do you know the legend surrounding it? What festival is this image associated with? * Includes a photograph of the religious image of Christ of Candás	Free answers.
9. Are you familiar with the Delfines lawsuit? What does it involve? Do you know when it took place?	Free answers.
10. Do you know what the Clarian route is and where its name comes from?	Free answers.
11. Did you find it difficult to answer the previous questions about Carreño? Why?	Free answers.
12. List other monuments or places related to the historical and/or cultural heritage of Carreño (maximum three).	Free answers.
13. Do you think it is important to preserve and care for architectural and cultural heritage? Explain your answer.	Free answers.
14. Can you name another place in the municipality that is important to you? Where is it? Why do you consider it important? What value does it have for you?	Free response.

Teaching rationale. This section will detail the specific competencies and key competencies linked to the proposal, the cross-curricular content, and other subjects related to the activity, providing guidelines for its implementation.

Historical information. This includes a brief introduction to the documentary sources contextualized in the period.

Activities. A total of 11 activities in which, through the use of documentary and oral sources in the case of the last activity, participatory, autonomous, and cooperative work is encouraged.

Heritage tip. A practical piece of information related to the architectural heritage of the municipality, including an image of a heritage element, information about it, and a brief question or discussion point for students.

2.5. Documentary sources used

The 18th century can be considered the century of censuses in Spain, as throughout the century a series of counts were carried out to determine the actual population of the country. The purpose was simply to implement economic policies aimed at improving the country, and although some reforms were never completed, they did generate an important body of documents that are extremely useful for historical research, such as the Catastro de Ensenada, a fiscal source, and the Censos de Aranda y Floridablanca, statistical sources that have been the basis for countless historical studies for decades (Camarero Bullón et al., 2021).

The Marquis of Ensenada's Land Registry, or Single Tax Project, came into being through the Royal Decree of October 10, 1749. After intense debate on "how and where" it should be implemented, the Land Registry was carried out in the 22 provinces of Castile, developing on two levels: the municipal level, where information was obtained through answers to 40 questions relating to the municipality (General Responses), and the individual level, where each secular and ecclesiastical legal entity declared its wealth (Treasury Book), having previously registered its personal and professional situation (Personal Book). This second collection of information is known as the Respuestas Particulares del Ensenada Cadastre, the main source used in our teaching proposal. The investigation would be carried out by province, and within these by jurisdiction or district, generally ecclesiastical, i.e., by parish.

In addition, we also used other literary, bibliographic, documentary, and graphic references throughout the activities proposed in the teaching proposal.

3. Results and discussion

3.1. Where to start? School representations of Carreño

The analysis of the responses to the questionnaire completed by students in the final year of secondary school yielded results that led us to emphasize the importance of working on local heritage.

In response to the first questions on chronology, it is clear that most students have a good grasp of time, as 32 of the 35 participants correctly ordered the different historical periods and 34 correctly identified the years corresponding to the 18th century. However, this figure drops to 24 correct answers when asked specifically about the boundaries of the Modern Age, indicating that this is a less well-known or defined historical period for the students. In terms of spatial boundaries, 31 students correctly identified the parishes, while only 8 correctly identified the municipalities bordering Carreño.

The questionnaire also asked students to indicate the century of two monuments, represented in photographs: the church of Santa María de Piedeloro and the Fuente de la Santarúa fountain. In both cases, the number of correct answers was low: 10 in the first case and 6 in the second; in fact, only two students correctly identified both dates. As for the recognition of the municipality's heritage requested in the questionnaire, 25 people correctly identified the Monte Areo dolmen and there was only one incorrect answer in the image relating to the port of Candás, which was recognized by the vast majority. However, the Prendes tower, which is in a delicate state of conservation, is not so well known, and less than half of the students (16 people) were able to identify it. In contrast, it is not surprising that 27 students identified the Cristo de Candás, which is one of the emblems of the territory. However, only six of those 27 people mentioned that it was found in the sea by fishermen from Carreño.

Reference is also made to intangible heritage, such as the legend of the dolphin lawsuit. In this case, eight students explain, to varying degrees, what the lawsuit consists of; however, it is striking that several people link it mainly to the source that recreates this story and not so much to the legend itself.

As indicated, it was also interesting to know the students' perception of the value they place on heritage, so they were asked the following open question: "Do you think it is important to preserve and care for architectural and cultural assets?" The answer was unanimous, but the role that a certain social desirability may have played cannot be ignored.

The argument that appears most frequently is the importance of knowing the history of the place where one lives and

the assets that previous generations have left to the present day (23 responses) as part of the culture of the territory (7 responses). The students seem to see the age of monuments as a value in itself (6 responses), figuring that they need to be preserved because they're historic and if not, "they'll fall down" (Student 11). They also mention the need to preserve these monuments for their aesthetic function (4 responses) or even for their economic or tourist value (2 responses). Two students also point out the commitment to future generations, indicating that these heritage assets "are important for our descendants" (Student 18). In short, the students reflect several of the functions that are currently defined for heritage education in social science teaching (González-Monfort, 2019).

Another issue raised was the reference to monuments or places of historical and cultural heritage other than those already mentioned in the questionnaire. One of the most frequently cited sites (14 students) is the Antón Museum, dedicated to the sculptor Antonio Rodríguez González, which is regularly visited by school groups. Secondly, seven students mentioned the church of San Félix de Candás, an iconic place in the town and linked to the patron saint festivities that house the image of Christ referred to earlier in another question in the questionnaire. Churches and chapels in other parts of the municipality were also mentioned, such as those in Guimarán and Piedeloro, in this case by students from these towns.

Not only monuments were mentioned, but also open spaces, such as the Plaza de las Conserveras (6 responses), which is a regular meeting place for people of their age, or the Plaza de la Baragaña, La Palmera beach, and Perlora, the latter two receiving one response each. Likewise, four students pointed to the Candás lighthouse as another significant site, where not only the building itself is important, but also its surroundings, which are considered natural heritage. Finally, the question about other places in the municipality that were important to the students revealed a diversity of opinions, with the common thread being places that are significant to the students, such as the soccer field or sports center, the promenade, and meeting places for teenagers. This points to the need to work, both in and outside the classroom, on the link between citizens and heritage, so that it is not seen as something alien (González-Monfort, 2019) and also because of its usefulness in promoting critical thinking (Cuenca López, 2023; Gil Cuadra, 2020); most of the responses are related to their "comfort zones" and elicit some kind of emotion (Suárez Álvarez, 2022).

Given that the students unanimously believe that it is important to learn about and work on Carreño's heritage, our teaching proposal addresses this concern based on the premise that it is appropriate to familiarize secondary school students with the Modern Age and, specifically, with the 18th century, as previously noted. In this sense, and although they have shown other relative weaknesses, for example, in their knowledge of religious heritage (date of the church in Piedeloro) or other periods (Torruxón de Prendes), we consider that the cultural, historical, and oral heritage rooted in the Modern Age is a hallmark of

the municipality, even being present in their daily lives. Based on these issues, we have developed the educational proposal set out below.

3.2. Educational proposal for connecting school history with local history

We have titled the proposal "*The Present of the Past in the Municipality of Carreño*," dividing the activities into five blocks, following the structure already mentioned.

1. *Who governs Carreño?*
2. *Carreño in the 18th century.*
3. *Between the countryside and the sea.*
4. *The women of the paxa.*
5. *Let's be writers.*

In the first section, Who governs Carreño?, the aim is for students to value basic governing and participatory bodies as fundamental to the functioning of society, to learn about some of their powers, and to reflect on the role and importance of public affairs. Using transcripts from the Libros de Acuerdos (Books of Agreements), preserved since the 17th century, which contain the agreements or minutes taken at the Town Hall, questions and comprehension exercises have been devised that link the past and the present. As an example of this type of heritage, a photograph of the Town Hall of Carreño is proposed, a former mansion of the Indianos, the name given to the natives who emigrated to America and, after making their fortune, left their mark on the heritage of the territories in the form of representative mansions. In this section, after watching an excerpt from the BBC documentary *The complicated legacy of Spain's super-rich indianos*, students will be encouraged to research the figure of the indianos and then reflect on the origin and legitimacy of their fortunes.

The next block of activities, entitled Carreño in the 18th century, aims to enable students to put into practice their prior knowledge of geographical and demographic instruments, identifying the main demographic problems we face today by comparing the past and the present. They will also be expected to reflect on social inequalities and identify their historical and social origins.

Based on the General Responses of the Ensenada Cadastre, available on the Spanish Archives Portal (PARES), the first activity will encourage students to compare the geographical boundaries given by this source with the current ones. Then, in activity 2, they will work with the demographic information provided by the Cadastre and/or the Floridablanca Census, comparing it with the current situation.

Activity 3 was developed using the information from the Specific Responses, in which the entry (personal and socioeconomic data of the heads of households in 1753, provided by this source) of a person with a socioeconomic status in the council was compared with another that was inferred to be of the opposite status based on the

information provided, emphasizing the differences found between the two heads of households. In the architectural heritage section, the Carreño-Alas Palace in Logrezana was presented, which dates back to the 13th century and currently features architecture typical of the so-called Asturian palaces or rural mansions of the Modern Age.

In the block of activities Between the countryside and the sea, using the same type of source (Individual Responses), the aim is for students to be able to work in teams, reaching conclusions about the changes experienced in the municipality over the centuries, positively valuing both changes and the survival of their own culture, while developing historical empathy and critical thinking. through three activities which, in line with the previous block, analyze the relationship between livelihoods and the characteristics of a society, delving into the particularities that define its current environment and emphasizing the two most important economic resources of the municipality in the Old Regime: the countryside and the sea. Three activities are proposed. In “What the land gives us,” based on information from the General Responses, we have created tables on crops, types of livestock, etc., in the neighborhood in the 18th century, proposing to contrast this data with qualitative testimonies from travelers. The second activity, What the Sea Gives Us, also presents data on economic activities related to the sea, but on this occasion, it encourages reflection on the economic legacy of these activities in the municipality. Finally, What the Sea Takes Away contrasts two tragic events for the municipality that are still present in the collective imagination today: shipwrecks. For the heritage tip, and related to agricultural work, we displayed a photograph of a Carreño-style bread bin (traditional agricultural infrastructure), representative of the municipality in terms of movable property used for storage, and asked students to research the style and use of the item described.

Les mueres de la paxa addresses the same social issues, but incorporating a gender perspective. It does so through three activities that aim to encourage students to put their prior knowledge of demography and geography into practice, identify, analyze, and reflect on the origins of social and gender inequalities, and value the role of women in history, as well as their importance in traditional societies, far removed from the stereotypes that have been passed down to us. On the other hand, it also aims to encourage group and independent work, which will contribute to developing the competence of learning to learn. In the first activity, based on an analysis of the Respuestas Particulares (Particular Responses) of the Marquis of Ensenada, socially relevant women in the municipality will be investigated. In activity 2, the focus will be on women who were listed as workers, especially female traders, in order to show that social and economic relevance did not necessarily go hand in hand.

The last activity encourages reflection on traditional trades exclusive to women, related to textiles and pickling in our municipality, comparing these with other traditional trades in the area. In this section, an old canning factory in the municipality that employed hundreds of local women

and whose legacy has survived to this day as an icon for the neighborhood was analyzed as a type of architectural heritage.

The last activity, Let's Be Writers, although related to Geography and History, takes an interdisciplinary approach with Spanish Language and Literature, working on linguistic competence, cultural awareness and expression, as well as personal, social, and learning to learn skills. The aim is for students to create their own narrative, gathering information about two legends with roots in the Modern Age that are still present in the current imagination, which were incorporated into the questionnaire and are intended to be addressed in a playful way, participating in both self-assessment and assessment of their classmates.

4. Conclusions

The new Spanish curriculum framework, at least in the subjects of Social Sciences, Geography, and History, is aligned with the main postulates of research in History and Social Science Education. This is because the curriculum proposes competency-based learning, but also because school knowledge relating to historical content gives visibility to people, places, and topics that are present in historiography but have been forgotten in school history for decades. This knowledge is related to long-standing branches of historiography, such as social history and women's history, but it did not permeate school proposals. However, the new curriculum framework allows it to be given greater visibility. This must be combined with the curriculum's requirement to generate learning situations, which is why it is

It is essential to transfer examples from local history research to school history, taking into account the context in which the school is located and the students for whom the teaching proposal is intended.

The proposal presented here is part of a broader historical research project, which aims to transfer local historical studies to the educational framework. Following research on the development of historical thinking as part of competency-based work in history subjects (González-Valencia et al., 2020), it is necessary to generate proposals that present existing historical sources in a broad space, which have generated their own documentation in different territories, as is the case of the Catastro de Ensenada.

In addition to selecting historical sources based on their characteristics and educational potential, it is necessary to establish examples that serve as models for questioning historical content. This is what is done in this proposal, giving visibility to different social groups, but also to working women. Documentary heritage is an ally in this approach, but it is not easy for teachers to select documentary sources, which is why it is important to transfer knowledge from historical research in collaboration with educational research. We have other examples that offer, from historical and educational research, models of documentary sources for school history (Guerrero Elecalde and Chaparro Sainz, 2019; Guerrero Elecalde and López Serrano, 2020; López

Serrano et al., 2022; Ortega Cervigón, 2021). This has been a constant feature in Spanish publications, especially those by authors with a background in historical and educational research. By applying this approach to a specific case, we aim to provide another example of working with documentary sources and local heritage to connect school history with local history by problematizing school content, using examples from the immediate environment to generate learning situations in line with the new Spanish curriculum framework.

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