

## TEACHING GEOGRAPHY AND PHYSICAL-NATURAL THEMES IN THE EARLY YEARS IN THE CURRICULUM OF TERESINA

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### ABSTRACT

School Geography can substantially contribute to the formation of critical citizens who are aware of the socio-spatial processes that occur in the lived reality. In the context of teaching Geography, physical-natural themes constitute an important approach to student education. However, in order to be meaningful, they must be related to the experience of the students. In this context, this work proposes a discussion about the way physical-natural themes are approached in the Geography Curriculum of Teresina-PI. Thus, the question is: does the way in which physical-natural themes are addressed in the Geography Curriculum of Teresina contribute to the critical formation of students? As a guide to answer this question, a main objective was traced: to evaluate how the physical-natural themes are being approached in the teaching of Geography in the initial years, in the perspective of the Teresina Curriculum, with a view to the critical formation of the students. As for the methodology, the work is based on the assumptions of the qualitative approach, in which bibliographic research was adopted, supported by references such as: Alves and Queiroz (2019), Callai (2005), Cavalcanti (2013), Lopes (2014), Morais (2011), among others. For the documentary research, the analysis of Teresina's Geography Curriculum was carried out, focusing on physical-natural themes in the 1st and 2nd cycle of Elementary School. As a result, it was possible to notice that the skills presented in the Geography Curriculum of Teresina present a proposal to approach the physical-natural themes articulated with the actions of the human being on space, at the same time that it relates these themes to the lived reality of the students, that is, to Teresina space. Thus, it can be considered that the Geography Curriculum of Teresina for the early years presents a good proposal for the study of physical-natural themes, with a view to the critical formation of students.

**Keywords:** Geography Teaching. Physical-natural themes. Teresina curriculum. Early years.

## ENSINO DE GEOGRAFIA E TEMÁTICAS FÍSICO-NATURAIS NOS ANOS INICIAIS NO CURRÍCULO DE TERESINA

### RESUMO

A Geografia escolar pode contribuir de maneira substancial para a formação de cidadãos críticos e conscientes dos processos socioespaciais que ocorrem na realidade vivida. No âmbito do ensino de Geografia, as temáticas físico-naturais constituem importante abordagem para a formação discente. No entanto, para que sejam significativas, devem ser relacionadas à vivência dos educandos. Nesse contexto, este trabalho propõe uma discussão acerca da forma como as temáticas físico-naturais são abordadas no Currículo de Geografia do município de Teresina-PI. Assim, questiona-se: a forma como as temáticas físico-naturais é abordada no Currículo de Geografia de Teresina contribui para a formação crítica dos educandos? Como norte para responder a esse questionamento, foi traçado como objetivo principal avaliar de que maneira estão sendo abordadas as temáticas físico-naturais no ensino de Geografia para os anos iniciais, na perspectiva do Currículo de Teresina, com vistas à formação crítica dos educandos. Quanto à metodologia, o trabalho está fundamentado nos pressupostos da abordagem qualitativa, em que se adotou a pesquisa bibliográfica, aportada em referências como: Alves e Queiroz (2019), Callai (2005), Cavalcanti (2013), Lopes (2014), Morais (2011), dentre outros. Para a pesquisa documental, foi realizada a análise do Currículo de Geografia de Teresina, tendo como enfoque as temáticas físico-naturais nos 1º e 2º ciclos do Ensino Fundamental. Como resultado, foi possível perceber que as habilidades apresentadas no Currículo de Geografia de Teresina apresentam uma proposta de abordagem das temáticas físico-naturais articulada com as ações do ser humano sobre o espaço, ao mesmo tempo em que relaciona essas temáticas à realidade vivida dos educandos, ou seja, ao espaço teresinense. Desse modo, pode-se considerar que o Currículo de Geografia de Teresina para os anos iniciais apresenta uma boa proposta para o estudo das temáticas físico-naturais, com vistas à formação crítica dos educandos.

**Palavras-chave:** Ensino de Geografia. Temáticas físico-naturais. Currículo de Teresina. Anos iniciais.

### INTRODUCTION

Geography, as a curricular component, contributes in a great way to citizen education, valuing the construction of criticality and awareness of students, thus providing participatory action in the face of socio-spatial processes that occur in the reality in which they are inserted, noddedly the current society, in which these transformations take place at an accelerated pace.

To this end, the teaching of school geography should be carried out in order to consider the student as an active subject of the teaching-learning process, when being able to build his own knowledge. In this perspective, when planning geography classes, one should consider the students' previous knowledge and break with decontextualized, fragmented teaching practices, which lead only to the memorization of the contents.

The physical-natural themes constitute important discussions for the formation of students. With regard to the approach of these themes in the teaching of Geography, they must relate to the daily reality of the students so that they are significant. In this sense, it is up to the teachers, when planning their classes, to consider the students' previous knowledge, in addition to gathering conditions to perform good educational practices.

Teaching practices that contribute to the critical training of students refer to a good initial and also continued training of teachers, so that they have the appropriate theoretical-

methodological foundation on what to teach and how to teach. However, teacher training for basic education is still a problem to be debated by scholars in the field of teaching, in order to achieve the conditions for teachers to offer "powerful knowledge" to students, according to Young (2007).

The teaching of Geography for the early years has specific particularities to this school phase. For Callai (2005), it is during this period that geographic literacy occurs, through the reading of the world and life, which occurs, from the author's perspective, before reading the word: "The question is to exercise the practice of reading the world" (CALLAI, 2005, p. 232).

Given this and considering that the teaching of Geography and, specifically, of the physical-natural components in the early years can contribute to students learning to analyze the space around them, it is proposed a study in the search to understand to what extent the physical-natural themes addressed in the Curriculum of Geography of Teresina, for the initial years, contribute to the critical training of students.

#### **MATERIAL AND METHOD**

The text was developed from the perspective of a qualitative work, whose main objective is to evaluate how the physical-natural themes are being approached in the teaching of Geography for the initial years, from the perspective of the Teresina Curriculum, with a view to the critical training of students. For this, the bibliographic and documentary research was adopted, in which authors from the field of geography teaching were consulted, as well as the Geography Curriculum of the Municipal Teaching Network of Teresina-PI.

To deal with geography teaching and the physical-natural themes, Callai (2005), Cavalcanti (2013), Cunha (2018) and Morais (2011) were used. Specifically, to address the discussions on the physical-natural themes in the initial years, we used authors such as Alves and Queiroz (2019), Costa and Alves (2020), Deon and Callai (2018), Lopes (2014), as well as Pereira and Mascarenhas (2016).

On the approach of the physical-natural themes in the teaching of Geography to children of the early years, in the Municipal Education Network of Teresina, the National Common Curricular Base (BNCC) was consulted, in addition to the analysis of the Geography Curriculum of Teresina, based on the competencies and skills to be developed in the teaching of this curricular component and which are presented in this document.

#### **RESULTS AND DISCUSSION**

Geography, as a curricular component in elementary school, is of fundamental importance for the critical formation of students, so that they can conceive themselves as belonging to the geographical space, besides acting in the society in which they live. By working on the physical-natural themes, the teacher can enhance the understanding of the geographic space, however, this is related to the way the teaching of this curricular component is carried out in schools.

From the perspective of Morais (2011), by teaching the physical-natural themes, school geography can contribute to the critical training of students. The author, when questioning

the role of the school in the formation of students with a view to citizenship, proposes that "the teaching and learning process that takes place in the school institution, based on scientific knowledge, should accompany the subjects of this knowledge in their daily lives, because the subject is not parted from the object of knowledge" (MORAIS, 2011, p. 196).

In this sense, Morais (2011) advocates that the teaching of physical-natural themes should take place from the dialectical pair of daily and scientific knowledge, which evidences the need to break with traditional teaching practices, still based on mnemonic and purely memoristic methodologies, which do not contribute to the mobilization of knowledge of students in order to solve everyday problems of the reality in which they live.

In view of this, each teacher must mobilize the previous knowledge that the students bring with them to the school. Regarding the physical-natural themes, "it is up to the teacher to problematize these contents based on socially relevant issues" (MORAIS, 2011, p. 197), which will make them significant for students, while they can contribute to the formation of conscious subjects.

The teaching practice, from the perspective advocated by Morais (2011), is able to lead the student to the construction of knowledge that glimpses citizen education; it also presupposes that the teacher has theoretical and methodological clarity of what to teach and how to teach. In this sense, Shulman (2014, p. 207), when presenting his ideas about the knowledge of the teacher, he highlights the pedagogical knowledge of the content as being of "special interest, because it identifies the different bodies of knowledge necessary to teach".

In the context of the early years, geography teaching has peculiarities specific to this school phase, however, authors who study this theme are unanimous in ensuring that the teaching of Geography for children should consider the previous knowledge of the students from the reality lived by them and that the teacher should promote a meeting between the knowledge brought by the students to the school and the systematized scientific knowledge, which will lead them to the process of knowledge construction in a significant way.

Callai (2005) considers that there are possibilities for the child to study Geography since the initial years, because it presupposes that reading the world is fundamental to life in society, that is, in the first years of school the teaching of Geography should provide children with possibilities to read the world of life, built daily. In this perspective, the teaching of this curricular component should consider the experiences of the child, the knowledge they bring with them to school.

For Callai (2005), reading the world goes beyond just interpreting a map. To read the world is to read the world of life, mainly realizing that landscapes result from life in society and the search for men to meet their needs. The author points out that, in the initial years, for children to read the world of life, it is necessary to learn to read the space lived. Teaching Geography in the early years, on the assumption that children read the world of life, presupposes a break with traditional teaching practices that is still observed in schools beyond the need for the teacher to have theoretical-methodological clarity that

allows the recognition that there are other knowledges, not only those established in schools.

When debating about teaching Geography to children, Lopes (2014) is based on the assumption that education should walk *pari passu* with a political pedagogical project in which there is a proposal of society, a humanist ideal. In this sense, the author advocates that children enter space in a "productive interaction", between cultural processes, the presence of others and social groups, where they mediate with the shapes and objects existing in the landscapes. Thus, space presents itself as a social condition, where the interaction between children and their worlds is established.

By establishing a mediated relationship with the environment, human beings internalize the signs of their surroundings, structure a perception and knowledge of the world around them. For Lopes (2014), the spatial notion is an integral part of the subjects, constituted from the context in which they are inserted. In this productive interaction, children produce spaces in a spatial organization constituted by the adult world. Children experience the spaces by learning and redoing their histories and geographies.

In this perspective, children should be seen as capable of producing their spaces, being, therefore, present subjects and landscape builders, leaving their marks and traces in time and space. Thus, one should think of a teaching of Geography for children that conceives them as subjects participating in socio-spatial processes, besides considering the purposes of society that we desire for them.

Thinking about a geography teaching for children as producers of the space in which they live, from their daily experiences, presupposes thinking and adopting pedagogical practices in which teachers have methodological clarity about how the learning experiences inherent to children are processed, to, from this finding, think about teaching alternatives that have another look at children. He who sees them as subjects capable of building their own spatialities, from their lived world.

Still on the teaching of Geography in the early years, Deon and Callai (2020) support the idea that teaching Geography in this school stage refers to geographical literacy, which may strengthen the understanding of the world of life, while the child develops reading and writing skills. This geographic literacy should seek an understanding of the reality in which the child lives, thus stimulating the critical look on the world, which will make learning more meaningful for the life of the student.

In contributing to the debate, Pereira and Mascarenhas (2016) comment on the importance of children perceiving how geography is present in their day-to-day life and, in this way, contextualizing the space lived. In this perspective, the teacher, as an intermediary of the process of knowledge construction, should stimulate and arouse the interest and curiosity of the student. The child must know the geographical space in which he/she lives, and through the stimulus given by the teacher, will arouse his/her curiosity. In this thought, it is understood that the teacher is an important mediator of knowledge, due to his educational practices (PEREIRA; MASCARENHAS, 2016, p.75).



In contributing to the debate, Cavalcanti (2013, p. 88) emphasizes that "teaching aims at the active learning of students, attributing great importance to knowledge, experiences, meanings that students already bring to the classroom, including, obviously, everyday concepts". Regarding the purpose of teaching Geography, the author proposes that the purpose of teaching Geography to children and young people should be precisely to help form more articulate and in-depth reasoning and conceptions about space: "It is about enabling students to think about facts and events through various explanations, depending on the combination of these determinants, among which is the spatial" (CAVALCANTI, 2013, p. 24).

Thus, it is observed the importance of analyzing the geographical representations present in the speech of students and teachers, since the teaching aimed at active learning of students should consider the knowledge, experiences, and meanings that they bring with them to the classroom.

Therefore, the teaching of Geography, by conceiving the student as being active in the teaching-learning process and when considering the reality lived daily by the students, contributes to the acquisition of conditions to read and interpret the world in which they live. In this context, the critical formation of the student is a possibility for them to make reflections about their realities. When confronting daily knowledge with scientific ones, including those related to physical-natural themes, Geography occupies a prominent place in the process of knowledge construction by and for the student.

Regarding the teaching of physical-natural themes in the scope of Geography, Costa and Alves (2020, p. 890) state that "valuing the teaching-learning of these components is to value the capacity of apprehension that students have in relation to their importance for the transformation of geographic space". For the authors, when studying the physical-natural components, the resignification of these components is allowed, which will contribute to explain the "daily phenomena of the students' lives". However, the authors assure that the debate about the physical-natural components does not exclude the social component, but that it represents "a special look at the dynamics of nature".

For the initial years, from the perspective of Costa and Alves (2020), geography teaching must go "beyond the categories and concepts, we have to demonstrate the social aspects in the face of nature in a comprehensive way so that the student learns to deal in a citizen and critical way" (COSTA; ALVES, 2020, p. 890). In this sense, the authors highlight those teachers need to go beyond the student's lived space so that scientific knowledge occurs in an articulated way with the knowledge of the student's daily life.

Thus, when considering the student as the center of the process of knowledge construction and the teacher as a mediator of this process, as well as teaching the physical-natural components in a way articulated with the reality of the student, from their experiences, conditions are created so that the learning of these components, in the initial years, occurs in a significant way.

Alves and Queiroz (2019), when reflecting on geography teaching for the initial years of schooling, consider that when teaching the physical-natural components for this school phase, one should consider the daily reality of the students. The authors propose the

articulation between the design and the concept of landscape as contributions to the teaching-learning of the physical-natural components, in the initial years:

The landscape, in turn, can be understood in Geography as one of the conceptual mediators created to think the reality of geographic space [...] the landscape is constituted as a concept or expression of space, fundamental for the structuring of our problematizations about the use of drawing, as language and didactic resource for the teaching activities of geographic contents, including those related to the physical-natural components of space (ALVES; QUEIROZ, 2019, p. 219).

In this context, by using lopes as a contribution (2008, 2009, 2017), Alves and Queiroz share the idea that when teaching Geography, one should consider the being and being of children, as well as the dimension of the lived, which will increase their conditions of knowledge.

The being and being of children in the world present a geographical greatness that cannot be disregarded, and to these reflections we add the thought that considering the dimension of the lived in pedagogical activities can qualify and expand the knowledge of school children about relief, in macro and/or microscales (LOPES, 2008, 2009, 2017, cited by ALVES; QUEIROZ, 2019, p. 223).

Corroborating the authors' ideas about the importance of teaching the physical-natural themes, including at the beginning of schooling, we intend to, from this text, instigate a debate about how the physical-natural themes are approached in the Teresina Geography Curriculum and whether, in fact, the way they are planned, they contribute to the critical formation of students.

However, before entering into the considerations about this document and resuming the contributions of Deon and Callai, it is observed that the Common National Curriculum Base (BNCC) proposes that the place of Geography is to teach to understand the world in which one lives. In this way, BNCC, when presenting the curricular guidelines for basic education, specific to the early years in the context of the Human Sciences, states that geography, articulated with history, needs to be based on the idea that the human being produces the space in which he lives, appropriating it in a certain historical circumstance.

The document adds that it is up to Geography to teach to "understand the world in which one lives, to the extent that this curricular component addresses the human actions built in the different societies existing in the various regions of the planet" (BRASIL, 2018, cited by DEON; CALLAI, 2020, p.90).

In this sense, the teaching of Geography in the early years, from the perspective of the BNCC, must be articulated with the school and needs to be based on the idea that the human being produces the space in which he lives. Thus, it is necessary that teachers have theoretical and methodological clarity when carrying out their planning and to try, from

the perspective of the authors to the following questions: for whom, for what, what and how to teach Geography. This requires good pedagogical preparation, which refers to the need for continuous training policies, in order to "prepare" teachers for this work.

The Geography Curriculum of Teresina was reformulated in 2018, after approval by BNCC, reworked with the participation of students, teachers, managers, technicians, and society. The document aligns with what is proposed by the BNCC, however, it sought to adapt the propositions of this document to the reality of the Municipal Network, as well as with the local context and the reality of its students.

According to Silva (2021), by using as a contribution authors who are reference in the field of geography teaching, the document conducts a discussion about a teaching capable of developing the spatial thinking of the students in a critical-citizen perspective, from the geographical knowledge to be apprehended from the daily life, from the space lived by the students.

For the initial years, the document points out that in the first two years of elementary school pedagogical action should focus on the literacy of students, in order to ensure the appropriation of reading and writing skills. The document does not explain the teaching of Geography in this phase, it only mentions that "[literacy] as a school process includes broadening the conception of reading to enhance understanding to all objects of life" (TERESINA, 2018, p. 75).

Thus, considering that geography teaching can contribute to the critical-citizen education of students, including the physical-natural themes and since the initial years, it is proposed, in this work, to evaluate how these themes are approached and whether, as they are considered in the Curriculum of Geography of Teresina, they can contribute to the critical training of students.

From Silva's perspective (2020), the Teresina Curriculum is organized in two parts. The first is introductory and common to all disciplines. The second is specific, in which the elements that comprise each curricular component, the teaching fundamentals, the thematic units, the objects of knowledge, the skills with the respective Sustainable Development Goals (SDGs) and the didactic guidelines for the implementation of the curriculum are outlined.

When discussing competencies, Perrenoud (2013), cited by Cunha (2018, p. 4-5), defines that these refer "to the power to act effectively in a situation, mobilizing and combining, in real time and in a pertinent way, intellectual and emotional resources". For Cunha, the author argues that competencies relate to a practical application of knowledge, from the perspective of learning for life.

In this sense, the BNCC defines those competencies must be developed in order to provide students with the conditions so that they, from the mobilization of knowledge, skills, attitudes and values, can solve problems of their daily life. In this sense, the document indicates that



Pedagogical decisions should be oriented towards the development of skills. By clearly indicating what students should "know" (considering the constitution of knowledge, skills, attitudes and values) and, above all, what they should "know how to do" (considering the mobilization of this knowledge, skills, attitudes and values to solve complex demands of everyday life, the full exercise of citizenship and the world of work), the explanation of competencies offers references for strengthening actions that ensure the essential learnings defined in the BNCC (BRASIL, 2017, p. 13).

The Basic Education Geography Curriculum of Teresina, based on Law 9.394/1996, the Law of Guidelines and Bases of Education (LDB), is organized in learning cycles, whose pedagogical proposal, according to the document, "is formulated from the idea of continued progression taking each cycle lasting two to five years.

**Table 1:** Curricular organization of Teresina Elementary School-PI, 2022.

Organization of school years	Cycles	School years
Early years	1° cycle	1th and 2th grade
	2° cycle	3th, 4th and 5th grade
Final years	3° cycle	6th and 7th grade
	4° cycle	8th and 9th grade

**Source:** Teresina (2018). Organization: Authors (2022)

By taking as a contribution the knowledge of Perrenoud (2004), it is explained in the Curriculum of Geography of Teresina for Elementary School that the development of learning cycles culminates in changes ranging from the organization of school management to the demand for continuous training of teachers, in addition to the appropriate monitoring in order to build new competencies.

Thus, the organization of schooling and learning cycles constitutes, from Perrenoud's perspective, cited by Teresina (2018), an alternative to face school failure, however, the Teresina Geography Curriculum presupposes that, in the early years, "students experience important changes in their development process that have repercussions on their relationships with themselves, with others and with the world" (TERESINA, 2018, p. 74).

In this sense, the document specifies that in the first two years of elementary school, the focus should be on the literacy of students, in order to develop opportunities for appropriation of reading and writing and their involvement in literacy practices: "Thus, literacy as a school process includes broadening the conception of reading to enhance understanding to all objects of life. By analogy, it is coherent to think of a geographical literacy that leads to the development of skills to read the world" (TERESINA, 2018, p. 75).

When analyzing the Teresina Curriculum, it is possible to realize that in the so-called "literacy cycle" special attention is given to the development of skills related to reading and writing, as well as various literacy practices, which, from the perspective of the document, will contribute to the development of reading skills in the world. However, in the second cycle, the document provides for greater intellectual autonomy of the students, which will contribute to the understanding of aspects related to social life, enabling the relationships of the subjects with each other, with space, history, culture, technologies and nature.

It is noteworthy the absence, at least for the initial years, of more objective specifications, in order to make clear the way in which the pedagogical work will be carried out in this school phase. Added to this is the peculiarity of, in the initial years, the teacher-pedagogue being responsible for performing mediation in the teaching-learning process of all curricular components, including geography. This finding highlights the need for a policy of continuing education, in order to assist the teacher-pedagogue in the planning of pedagogical actions that contribute to the development of the reading ability of the world by the students.

Regarding the physical-natural themes, the Teresina Geography Curriculum emphasizes the need for them to be addressed always in an articulated way to human actions. According to the document,

In the process of formation and use of the territory, the physical-natural dynamics, always appears articulated to human actions. Since society, when developing its productive activities, promotes an organization of the geographical space that presents unequal uses, visible in the different scales of analysis of the Brazilian territory, Piauí's and Teresina's as a whole (TERESINA, 2018, p. 76).

In this context, it is possible to observe that the curricular propositions for the teaching of physical-natural themes, in the Municipal Education Network of Teresina, point to an approach in which these themes are related to social issues, while proposing the analysis of the territory at different scales, including in the Teresina's space, it is concerned and considering the experiences of the student, which contributes to your world reading.

Regarding the specific competencies for elementary school and, notably, those related to the physical-natural themes, it is possible to observe that the Geography Curriculum of Teresina is in line with the BNCC, by presenting assumptions for an approach that considers the relationship between society and nature as a possibility to construct arguments that can help in understanding social and environmental issues, among others, as shown in Chart 2.

**Table 2:** Competencies related to the physical-natural themes presented in the BNCC and Curriculum of Teresina, 2022

I	Use geographic knowledge to understand society/nature interaction and exercise interest and the spirit of research and problem solving;
II	Establish connections between different themes of geographic knowledge, recognizing the importance of technical objects for understanding the ways in which human beings make use of the resources of nature throughout history;
III	Build arguments based on geographic information, debate and defend ideas and views that respect and promote socio-environmental awareness and respect for biodiversity and others without prejudice of any kind;
IV	Act personally and collectively with respect, autonomy, responsibility, flexibility, resilience and determination, proposing actions on social and environmental issues, based on ethical, democratic, sustainable and supportive principles.

**Source:** Teresina (2018); organized by the authors, (2022)

Table 2 presents the specific geography skills for elementary school, presented by BNCC and followed by the Teresina Geography Curriculum. It is possible to observe that there are notes consistent with the teaching of Geography capable of enabling the development of geographic knowledge that provides students with the necessary conditions to solve problems related to socio-environmental issues.

However, the document does not specify which contents should be studied to develop such competencies. In this sense, the teacher must have the theoretical and methodological clarity to perform the work of didactic mediation capable of developing such competencies. Specifically in the early years, considering that the teacher of this school phase is not an expert in Geography but rather the teacher-pedagogue, this can evidence the need for continuing education policies, so that these professionals can develop their educational activities to the satisfaction.

The Teresina Geography Curriculum is organized into five thematic units: 1) The subject and his place in the world; 2) Connections and scales; 3) Forms of representation and spatial thinking; 4) Social and territorial division of labor and 5) Nature: geographical environment and quality of life. Among these, the thematic unit Nature stands out: geographical means and quality of life, because it is the one that relates more specifically to the physical-natural themes.

Regarding the initial years, from the perspective of Teresina (2018, p. 91), the theme "Nature: geographical environment and quality of life" aims at understanding the geographic space from the articulation of physical and human elements. The document specifies that,

In the early years, the following are highlighted the perception of the natural physical environment and its resources. With this, students can recognize how different communities transform nature, both in relation to the numerous possibilities of use when transforming them into resources, as well as the socio-environmental impacts of them.

Thus, it is observed the importance of the students, since the beginning of their schooling, studying the physical-natural themes, since, for Costa and Alves (2020, p. 889), "valuing the teaching-learning of these components is valuing the capacity of apprehension that students have in relation to their importance for the transformation of geographic space". Table 3 presents the objects of knowledge related to the physical-natural themes to be worked on throughout the initial years, from the 1st year to the 5th year of elementary school:

**Table 3:** Objects of knowledge for the initial years of elementary school related to physical-natural themes, 2022

Knowledge objects	
1th grade	<ul style="list-style-type: none"> <li>• Natural cycles and everyday life;</li> <li>• The rhythms of nature in places of experience;</li> <li>• The landscapes of Teresina.</li> </ul>
2th grade	<ul style="list-style-type: none"> <li>• The uses of natural resources: soil and water in the countryside and in the city;</li> <li>• Land and water uses in the municipality of Teresina.</li> </ul>
3th year	<ul style="list-style-type: none"> <li>• Landscape and the transformation of the geographical environment;</li> <li>• Changes in land use in Teresina;</li> <li>• Conservation units in Teresina;</li> <li>• Nature and work.</li> </ul>
4th grade	<ul style="list-style-type: none"> <li>• Conservation and degradation of nature.</li> </ul>
5th grade	<ul style="list-style-type: none"> <li>• Environmental quality;</li> </ul>

- Different types of water pollution;
- Public quality of life management.

**Source:** Teresina Geography Curriculum (TERESINA, 2018); prepared by the authors, (2022)

The objects of knowledge constitute one of the references for the choice of contents to be worked in order to achieve the desired objectives for the teaching-learning process of Geography. Regarding the Geography Curriculum of Teresina for the initial years, there is a gap in the content to be applied. This fact evidences the need for teachers to make these choices, which requires theoretical and methodological clarity for the teacher to perform this work with autonomy.

It happens that, specifically in the early years, the teachers who teach geography classes are pedagogy professionals, which can hinder this authorship work. In this sense, Cunha's proposal (2018, p. 9) becomes interesting, since, for the author, when conducting discussions on the BNCC, a guideline for the construction of curricula, "its opponents could have presented a list of possible contents, close, appropriate to learning expectations even in an attached document".

Regarding the skills related to the physical-natural themes presented in the Teresina Geography Curriculum for the 1st cycle of Elementary School, as demonstrated in Chart 4, it is possible to observe an approach that relates them to the actions of the human being on space, that is, it is evidenced the rupture with practices that dichotomize the study of the so-called Physical Geography and Human Geography.

**Table 4:** Skills related to physical-natural themes for the 1st cycle of the initial years of elementary school, 2022

Geography Skills for early years: 1st cycle	
1st year	2nd year
(EF01GE06) Observe and describe natural rhythms (day, night, temperature and humidity variation, etc.) at different spatial and time scales. (EF01GE12) Describe the characteristics of their places of experience related to the rhythms of nature (rain, wind, heat, etc.). (EF01GE13) Associate changes in clothing and eating habits in your community throughout the year, resulting from the variation of temperature	(EF02GE11) Recognize the land uses (plantation, mineral extraction, etc.) and their impacts on the daily life of the city and the countryside, especially Teresina.  (EF02GE12) Recognize the uses of water (irrigation, energy production, domestic and industrial



<p>and humidity in the environment, through field research, interview, poll, observation, etc.</p> <p>(EF01GE19) Describe teresina landscapes by elaborating simple drawings to represent the natural and cultural elements and dynamics observed.</p>	<p>consumption) and its impacts on the daily life of the city and the countryside, especially Teresina.</p>
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**Source:** Teresina Geography Curriculum (TERESINA, 2018); prepared by the authors, (2022)

By proposing the development of skills related to the Teresinspace space, the document explains the possibility that, in the teaching-learning process, the child's living space is considered, in addition to the previous knowledge of these children, being, therefore, this interesting approach for the students to read the world lived in order to guide their daily practices. Look at Chart 5.

**Table 5:** Skills related to physical-natural themes for the 2nd cycle of the initial years of elementary school, 2022

Geography Skills for early years: 2nd cycle		
3rd year	4th grade	5th grade
<p>(EF03GE02) Explain how natural and historical processes act in the production and change of natural and artificial landscapes in their places of experience, comparing them to other places.</p> <p>(EF003GE10) To know the transformations that occur in the lived space resulting from trade, water supply, garbage collection and basic sanitation.</p> <p>(EF03GE14) To know the work activities developed in Teresina, relating them to</p>	<p>(EF04GE13) Identify the characteristics of natural (relief, vegetation, rivers, etc.) and artificial landscapes in the environment in which they live, as well as human action in the conservation or degradation of these areas.</p>	<p>(EF05GE16) Identify and describe problems of degradation of the natural environment and built proposing solutions.</p> <p>(EF05GE17) Recognize and compare the different forms of water use and pollution (continental and oceanic).</p> <p>(EF05GE18) Identify forms and uses of occupation of the territory that comes from degradation of water resources.</p> <p>(EF05GE19) Recognize public agencies and forms of social participation that serve the protection of water</p>

the natural characteristics of this space.		resources and seek solutions to improve quality of life.
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**Source:** Teresina Geography Curriculum (TERESINA, 2018); prepared by the authors, (2022)

Chart 5 shows the skills related to the physical-natural themes to be developed in the 2nd cycle of elementary school (3rd, 4th and 5th grade). In this phase, from the perspective of Teresina (2018), the student expands his intellectual autonomy, understands norms and demonstrates interest in social life, "which enables him to deal with broader systems that concern the relationships of the subject with each other, with space, history, culture, technologies and nature" (TERESINA, 2018, p. 75).

In this sense, the skills presented in Chart 5 for the 2nd cycle of elementary school make clear the study of physical-natural themes by specifying the contents to be studied in order to contemplate these themes in a manner articulated to social manifestations. Thus, it is also possible to identify an approach in which the reality of the student is considered, by proposing the study related to the Teresinspace space, besides explaining that the natural processes, the transformations that occur in space, should be considered from the relationship society-nature.

### FINAL CONSIDERATIONS

The physical-natural themes, in the teaching of Geography, can contribute to the critical formation of students so that they can understand the transformations that occur in the landscape. For this, the teaching of these themes should be based on criteria that enhance the understanding of these themes as a significant factor for reading the reality lived.

Regarding teaching, these themes in the initial years, from the perspective of the Teresina Geography Curriculum, it was possible to observe that the skills presented by the document propose an approach articulated with the lived reality of the students, which is evidenced from the proposal of analysis of the Teresinense space, in order to consider the society-nature relations.

Thus, the document presents a possibility in which in the teaching-learning process the child's living space and previous knowledge is considered, which makes this approach interesting so that the reading of the lived world is carried out critically and that can guide the daily practices of the students.

Thus, it can be concluded that the Teresina Curriculum for the initial years, with regard to the physical-natural themes, presents a good proposal for the study of this theme. However, it should be considered that the training of the teaching professional who works in this school phase is Pedagogy.

In this sense, the teacher-pedagogue, because he does not have specific training to teach Geography, must be inserted in a continuous process of formation, which will give him theoretical clarity and autonomy to make his methodological choices. However, this is a policy not yet implemented by the Municipal Education Network of Teresina.

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