

UNIT ONE

THE SCIENCE OF GEOGRAPHY

1.1 The meaning of Geography

Science is defined as a body of knowledge that is systematized, organized, experimented and verified. And Geography has almost all these characteristics. Hence, it is a science.

Ancient Greeks defined geography for the first time by combining two words “geo” and “graphic”

- Geo means earth and
- Graphic means writing.

Therefore, Geography is description of the earth. But, this definition seems general compared to the current scope of geography.

Note: the first person to define geography was Eratosthenes.

Geography has no single universally accepted definition. The commonly accepted one is “*the study of the spatial distribution of both physical and human made things and phenomena on the earth’s surface and two way interactions and interdependences between natural and human environments.*”

All definitions of geography emphasize that geography is a spatial science. In its modern context, spatial perspective is concerned with “where” and “why there” questions.

There are 5 pertinent questions about the phenomena they study. There are: 1. Where are things located?

2. Why are they located where they are?

Geography Grade11 Scope For 2014

**Huertas-Abril, Cristina A.,Fernández-
Ahumada, Elvira,Adamuz-Povedano,
Natividad**

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Textbooks and Educational Media: Perspectives from Subject Education Péter Bagoly-Simó, Zuzana Sikorová, 2021-08-05
This book brings together empirical research and conceptual work on textbooks and education media from 13 countries and 17 disciplines. Along with textbook production usage and development, it also explores the interconnectedness of educational policy and teaching and learning materials. Further, the book offers insights into regional and local discourses, e.g., specific theories of Portuguese and Spanish speaking countries as well as Nordic countries, contrasting their theories with international literature practices and solutions with regard to teaching selected subjects at the pre-primary, primary, secondary, and tertiary level. This book also discusses the specific combinations of subjects, e.g., Physics, Biology, Geography, Swedish, English, and their subject-specific education, e.g., Physics Education or Didactics. Lastly, it examines the work of a number of early career researchers, giving them a voice and bringing in fresh ideas currently being developed in various countries around the globe. This proceedings volume will appeal to publishers, subject educators in primary, secondary, and tertiary education, and academic researchers from the fields of textbooks, educational media, and subject-specific education. Its international authorship and explicit focus on subject-specific particularities of educational media provide a unique and comprehensive overview.

Handbook of Research on International Approaches and Practices for Gamifying Mathematics Huertas-Abril, Cristina A., Fernández-Ahumada, Elvira, Adamuz-Povedano, Natividad, 2022-05-13
Game-based resources provide opportunities to consolidate and develop a greater knowledge and understanding of both mathematical concepts and numeracy skills, which present opportunities and challenges for both teachers and learners when engaging with subject content. For learners for whom the language of instruction is not their first or main language, this can present challenges and barriers to their progress. This requires teachers to reconsider and adapt their teaching strategies to ensure the needs of these learners are fully addressed, thereby promoting inclusion and inclusive practices. The Handbook of Research on International Approaches and Practices for Gamifying Mathematics provides relevant theoretical frameworks and the latest empirical research findings in teaching and learning mathematics in bilingual/plurilingual education by using active methodologies, specifically gamification and game-based learning and teaching. Covering a wide range of topics such as safety, bilingual education, and multimodal mathematics, this major reference work is ideal for policymakers, researchers, academicians, practitioners, scholars, instructors, and students.

Social Studies for Young Children Gayle Mindes, Mark Newman, 2021-08-30
This book anchors the social studies as the central unifying force for young children. Teachers use the inquiry process to foster child development of social skills and citizenship ideals in their first classroom experiences. Curriculum is built starting with children's natural curiosity to foster literacy in all its forms: speaking, listening, reading, writing. Along the way, young children acquire knowledge and academic skills in civics, economics, geography, and history. Shown throughout are ways to promote social learning, self-concept development, social skills, and citizenship behaviors. Featured

here are individually appropriate and culturally relevant developmental practices Considered are the importance of family collaboration and funds of knowledge children bring to early care and education Contributors to this edition bring expertise from bilingual early education literacy special education and the social studies Beginning with citizenship and community building the authors consider all aspects of teaching young children leading to a progression of capacity to engage civically in school and community

Insights into Disciplinary Literacies Ainara Imaz Agirre,Roberto Arias-Hermoso,2026-01-13 Offers fresh perspectives on academic and disciplinary literacies across a range of contexts This book presents empirical evidence of the academic and disciplinary literacies that learners engage with in educational contexts The chapters focus on the languages of schooling in first second or foreign language contexts across primary secondary and higher education The book is divided into two main sections The first section focuses on students voices and perceptions providing new insights into the difficulties they encounter when developing academic or disciplinary literacies in different contexts and disciplines The second section addresses students academic or disciplinary literacy skills both productive and receptive The chapters include qualitative quantitative and mixed method studies and provide valuable new insights across a range of educational contexts

Influences of the IEA Civic and Citizenship Education Studies Barbara Malak-Minkiewicz,Judith Torney-Purta,2021-05-26 This open access book identifies the multiple ways that IEA s studies of civic and citizenship education have contributed to national and international educational discourse research policymaking and practice The IEA International Civic and Citizenship Education Study ICCS first conducted in 2009 was followed by a second cycle in 2016 The project was linked to the earlier IEA Civic Education Study CIVED 1999 2000 IEA s ICCS remains the only large scale international study dedicated to formal and informal civic and citizenship education in school It continues to make substantial contributions to understanding the nature of the acquired civic knowledge attitudes and participatory skills It also discusses in depth how a wide range of countries prepare their young people for citizenship in changing political social and economic circumstances The next cycle of ICCS is planned for 2022 In this book more than 20 national representatives and international scholars from Europe Latin America Asia and North America assess how the processes and findings of the 2009 and 2016 cycles of ICCS and CIVED 1999 2000 have been used to improve nations understanding of their students civic knowledge beliefs attitudes current civic related behaviors and intentions for future participation in a comparative context There are also chapters summarizing the secondary analysis of those studies results indicating their usefulness for educational improvement and reflecting on policy issues The analyses and reflections in this book provide timely insight into international educational discourse policy practice and research in an area of education that is becoming increasingly important for many societies

After Piketty Heather Boushey,J. Bradford DeLong,Marshall Steinbaum,2017-05-08 Are Thomas Piketty s analyses of inequality on target Where should researchers go from here in exploring the ideas he pushed to the forefront of global conversation In After Piketty a cast of economists and other social scientists tackle these questions in

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