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Sosyal Bilgilerde Coğrafyanın Serüveni: Değişime Dair Bir İnceleme

The Adventure of Geography in Social Studies: A Study on Change¹

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ÖZ: Coğrafya bilim dalı, sosyal bilgiler dersinin önemli yapı taşlarından biridir. Bu nedenle, coğrafya bilim dalının sosyal bilgiler dersinin içeriğinde takip edilmesi, güncel bilgilerle yenilenmesi ve sürdürülebilirliğinin sağlanması gerekmektedir. Bu araştırma, sosyal bilgilerin önemli disiplinlerinden biri olan Coğrafyanın ortaokul sosyal bilgiler ders kitaplarında tarihsel süreçte nasıl bir değişim yaşadığının anlaşılmasını amaçlamaktadır. Araştırmada nitel araştırma yöntemlerinden doküman incelemesi yapılmış ve bu bağlamda 2005 ve 2018 yıllarında kabul edilen sosyal bilgiler öğretim programlarına göre hazırlanmış 6 adet ders kitabı incelenmiştir. Araştırmanın veri analizi sürecinde içerik analizinden yararlanılmıştır. Araştırma sonucunda, 2005 ve 2022 yılları arasında geçen süreçte, coğrafya konularının nicelik bakımından azaldığı ve 2018 öğretim programında verilen güncel kavramların ders kitaplarına yansımadağı görülmüştür.

Anahtar sözcükler: Sosyal bilgiler, coğrafya, ders kitabı, değişim

ABSTRACT: Geography is one of the important building blocks of the social studies course. For this reason, it is necessary to follow the geography discipline, to renew it with up-to-date information, and to ensure its sustainability in the content of the social studies course. This research aims to be understood how geography, one of the important disciplines of social studies, has changed in secondary school social studies textbooks in the historical process. In the research was carried out document analysis, one of the qualitative research methods. Six textbooks prepared according to the social studies curriculum adopted in 2005 and 2018 were examined. Content analysis was utilized in the data analysis process of the research. As a result of the research, it was observed that the geography topics were reduced in terms of quantity in the period between 2005 and 2022, and the current concepts given in the 2018 curriculum were not reflected in the textbooks.

Keywords: Social studies, geography, textbook, change

¹ A part of this research was presented as an oral presentation at the II. International Congress of Geography Education (UCEK-2019).

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1. INTRODUCTION

Social studies is a primary education course created with a collective teaching approach based on the subjects included in many social science fields such as history, geography, sociology, anthropology, archaeology, economics, and political science. Growing up as an active, productive, democratic, and contemporary citizen and gaining a social personality is seen as the main objective of the social studies course (Gençtürk & Akbaş, 2013; İbret, Karatekin & Avcı, 2015). Thanks to the social studies course, individuals realize the history, values, beliefs, cultural elements, and local and global importance of the society they live in by actively participating in the socialization process. With this knowledge, skills, and values gained by the social studies course, the individual learns to live more consciously, actively, and sensitively in the society in which they live.

The social science fields that the social studies course includes, contributes to the knowledge of the basic features of the society in which they live and to transfer what he has learned to daily life from economy to politics, from history to geography. For example; the individual can examine the history of the society in which they live in the context of past, present, and future in the social studies course through sciences such as history, archeology, anthropology, and political science. Geography also has an important place in the social studies course, both in terms of the area it covers in the social studies curricula and the importance of the subjects that it contains (Yıldırım, 2019). Geography is defined as a branch of science that deals with natural, human, and economic events on earth, investigates the relationship of these events with humans and the environment, and examines the distribution of these events in the world in the context of cause and effect relationship (Doğanay, 2002; Ünlü, 2014).

The science of geography is not only concerned with researching its natural, human and physical environment, but also with the history, economy, and global position of geography (Gençtürk & Akbaş, 2013). The individual can learn how the historical, economic, and social events that occur in the geographical place they live in affecting the geography where they live and how it changes, thanks to geography. In this context, it can be said that raising individuals who know how to use geographical space effectively, who are aware of the interaction between humans and the environment, and who can compare and analyze their geographical past and future, is only possible with geography (Meydan, 2011).

There is a significant link between social studies and geography. When the social studies curriculum is examined, it is seen that the main focus of geography topics is in the learning area of "People, Places, and Environments". This learning area, it is aimed to give the individual the necessary gains to recognize his environment, in order to understand the causes and consequences of human-space environment interaction by using geographical skills and values and to gain an individual and social perspective about the future (Ministry of National Education [MNE], 2018). In addition, it is emphasized in the program that with this learning area, skills such as research, environmental literacy, observation, perception of space, map literacy, location analysis, perception of change and continuity can be gained on the basis of principles from simple to complex and from near to far (MNE, 2018). Moreover, due to its interdisciplinary nature, geography topics are also included in other learning areas such as "Culture and Heritage", "Global Connections", and "Production, Distribution, and Consumption" apart from the "People, Places and Environments" learning area. Besides, through these learning areas, individuals in social studies can learn about the interpersonal relationship between people and the environment, the different ways of living communities in different places, how the social and cultural values of their own countries will be carried to the future, and the global spatial analysis of the geography they are in.

One of the main resources that is the reflection of the curriculum and most frequently used in the education and training processes is the textbooks. The course book is very important as well as the

curriculum for the social studies course. When it comes to textbooks, the books that are the basis for the development of the social studies course and accepted by the Ministry of National Education come to mind. In educational environments, the teaching programs that set out the principles taken as the basis in order to fulfill the requirements of the social studies course in writing are realized through textbooks (Aslan, 2010; Çeçen & Çiftçi, 2007). Therefore, it can be said that one of the important elements of the social studies course is the textbooks.

The fact that knowledge, skills, and values that are emphasized in the social studies curriculum that is reflected in the textbook are important in terms of increasing the awareness of the individual by encountering these gains. Although the science of geography has a stereotyped conceptual framework within itself, the knowledge and skills it covers are constantly changing in today's conditions. As a matter of fact, topics such as geographic information systems, satellite images, interactive maps, and location analysis, which have entered the life of the individual with technology, are seen as among the important topics of geography today. For this reason, secondary school social studies textbooks dealing with geography need to be prepared in a way that will adapt to this change. On the other hand, in terms of the ability to perceive change and continuity, which are important skills of the social studies course, the subjects given in the learning areas should be in harmony with today's technology and developments. In this respect, it is important to examine how the geographical issues covered in the secondary school social studies course have changed in the light of current issues and developing technology.

History, geography, and civics courses were given in Turkey until 1968; After the year 1968, these courses were combined under the social studies course. For this reason, it can be said that the relationship between the social studies course and the science of geography is even older than the emergence of the concept of social studies. It is seen that there are many studies in the literature that reveal the relationship between social studies and geography. There are studies on determining the deficiencies in textbooks and getting opinions from teachers on their applicability (Sever & Koçoğlu, 2014; Ünal & Ilgaz, 2005) and the inclusion of geography in textbooks (Alkış, 2005; Erol, 2016; Kaçar & Bulut, 2020; Koca and Erol, 2011). However, no research has been found that examines the change and development of the geography topics taught in the social studies course in secondary school. In this respect, it is thought that the research is original and will contribute to the literature. In addition, it is thought that it will contribute to the literature and future studies in terms of revealing how geography, which is one of the important subjects of the social studies course, has a place in the social studies course over the years, what the current situation is and how the course topics are affected by the changes experienced today.

1.1. Purpose of The Research

The aim of this study is to be understood how the subjects related to the geography discipline in secondary school social studies textbooks have changed in the historical process. In line with the purpose of the research, answers were sought to the following questions:

1. How were the geography topics included in the textbooks prepared in accordance with the social studies curriculum accepted by the Ministry of National Education between 2005 and 2018 in Turkey?
2. How is the change of geography topics given in the textbooks taught in 2005 and 2022 from the past to the present?

For this purpose, the 5th, 6th, and 7th-grades textbooks which taught in the social studies course in 2005 and 2022 were examined comparatively in terms of geographical issues.

2. METHOD

In this section, the research model, data collection tools, data analysis, limitations, credibility, and data analysis titles are included.

2.1. Model of The Research

This research was designed with document analysis among the qualitative research methods. Document analysis is a qualitative research method that requires an in-depth and systematic examination of written the documents (Merriam, 2013; Yıldırım & Şimşek, 2013). , letters, textbooks, etc. sources can be data sources in document review (Labuschagne, 2003; Merriam, 2013). In this study, document analysis method was included in the research due to the fact that it will be examined how the geography topics changed in the textbooks prepared with the Social Studies curriculum accepted between 2005 and 2018.

2.2. Data Collection

In the study, in order to observe the changing process in the textbooks, 5th, 6th, and 7th-grades social studies textbooks, which were prepared in accordance with the 2005 social studies curriculum and started to be used as a textbook for 5 years as of 2005, and which were prepared in accordance with the social studies curriculum of 2018 and 2022 The 5th, 6th, and 7th-grades social studies textbooks, which were accepted as textbooks by the Ministry of National Education in 2007, were examined; In the last 13 years, it has been tried to be determined how the geography topics have been shaped from the secondary school social studies textbooks from the beginning to the present. The principle of easy accessibility was applied in the selection of the books. Textbooks used as data collection tools;

- The 5th grade textbook, which was taught with the decision of the Board of Education and Discipline, dated 18.07.2005 and numbered 283,
- The 6th grade textbook, which was taught with the decision of the Board of Education and Discipline, dated 28.06.2006 and numbered 294,
- The 7th grade textbook, which was taught with the decision of the Board of Education and Discipline, dated 19.04.2007 and numbered 95,
- The 5th grade textbook, which was taught with the decision of the Board of Education and Discipline, dated 24.06.2019 and numbered 15,
- The 6th grade textbook, which was taught with the decision of the Board of Education and Discipline, dated 18.04.2019 and numbered 8,
- It is a 7th grade textbook that is used with the decision of the Board of Education and Discipline, dated 28.05.2018 and numbered 78.

2.3. Analysis of Data

In the research, content analysis was used while data analysis was performed. The documents were analyzed by coding line by line. Based on the data obtained, the findings were reached and the findings were reported in tables.

2.4. Limitation of The Research

The research is limited to the examination of the secondary school social studies textbooks prepared within the scope of the 2005 social studies curriculum and taught in 2006-2007. In addition, the research

is limited to the secondary school social studies textbooks taught in 2022, prepared within the scope of the 2018 social studies curriculum.

2.5. Trustworthiness

In qualitative research, different reliability strategies such as transferability, consistency, and confirmability are used to ensure credibility (Stringer, 2008). In this way, it can be said that one of the points where qualitative research is most criticized, “the researcher cannot get rid of his own perception” can be prevented (Merriam, 2013; Patton, 2014). Within the scope of the transferability strategy in the research, data diversification was made and six textbooks at different grade levels, issued on different dates, were included in the research. In addition, the data obtained within the scope of the research after the document review within the scope of the consistency strategy were presented to the expert opinion and the categorization process of the geography topics was discussed jointly by the researchers. In this way, attention was paid to the conceptual consistency of the research (Uzuner, 2005). In addition, one-to-one excerpts and visuals from the textbooks are included in the context of the confirmability strategy.

3. FINDINGS

In this section, the changes in the examined secondary school social studies textbooks in the historical process are given under two findings.

3.1. Geography in 5th, 6th and 7th Grades Textbooks Prepared According to the 2005 Social Studies Curriculum

When the geography topics in the 5th, 6th, and 7th-grades textbooks prepared according to the 2005 social studies curriculum are examined; five in 5th grade; It was observed that subjects related to geography were included in four learning areas in the 6th grade and four learning areas in the 7th grade. Information on geography topics in the 5th, 6th, and 7th-grades textbooks prepared according to the 2005 social studies curriculum is shown in Table 1.

Table 1: *Geography topics in 5th, 6th and 7th Grades Textbooks Prepared According to the 2005 Social Studies Curriculum*

	Learning Space	Unit	Subject	Geography Relationship
5th grade	5	5	22	Physical Geography
6th grade	4	4	13	Physical Geography Human and Economic Geography
7th grade	4	4	8	Physical Geography Human and Economic Geography

Based on the thematic understanding of the 2005 social studies curriculum, each learning area was represented by each unit. As can be seen from Table 1; in five units in twenty-two subjects in 5th grade, respectively, in social studies textbooks; In the 6th grade, there are thirteen topics in four units, and in the 7th grade, the subjects of geography are covered in four units and eight topics. In addition, physical geography, human and economic geography, and sub-branches of these branches are mentioned at every grade level; however, it is seen that the distribution changes according to grade levels, and the topics related to geography decrease as the grade level rises.

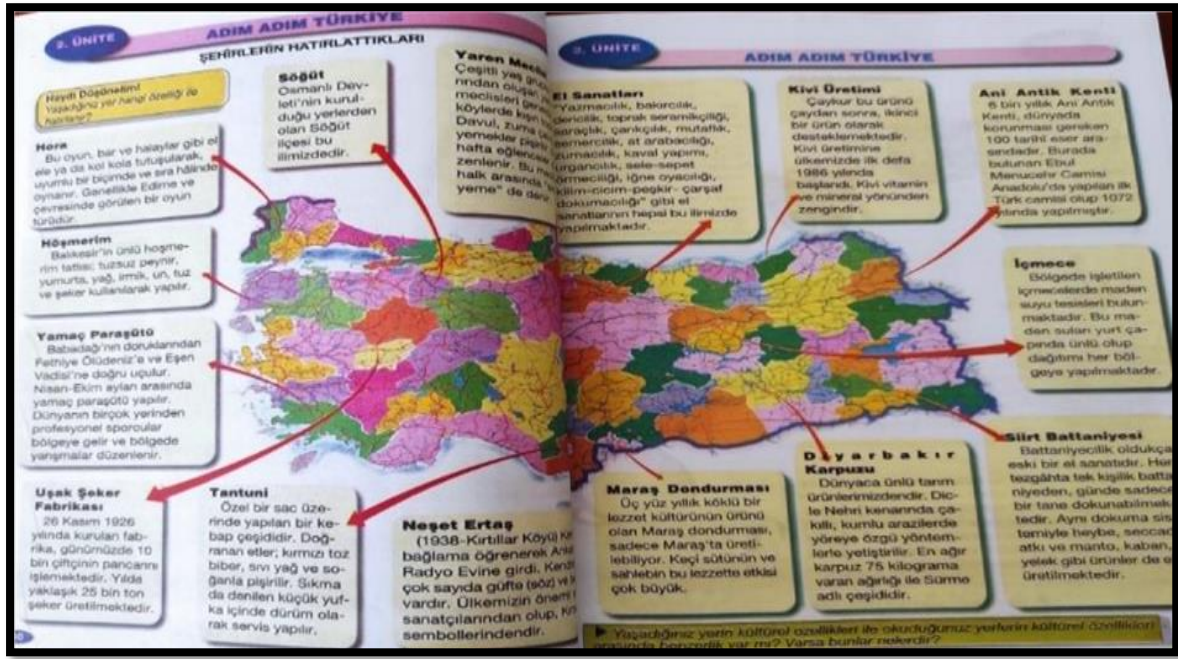
Table 2: *Geography Topics in the 5th Grade Social Studies Textbooks of 2005*

5th Grade	Learning Space	Unit	Contents	Geography Relationship
	Culture and Heritage	Step by Step Turkey	My Beautiful Turkey Cities' Reminders Our Cultural Riches	Human and Economic Geography Human and Economic Geography Human and Economic Geography
	People, Places and Environments	Let's Get to Know Our Region	Where We Live Where does Merve live? Do Maps Speak? The Climate of Our Region Settlement in Our Environment Hand in Hand with The Natural Environment Let's Get to Know the Central Anatolia Region Are You Ready to Live with Natural Disasters?	Physical/Human and Economic Geography Physical Geography Physical Geography Physical Geography Human and Economic Geography Human and Economic Geography Physical/Human and Economic Geography Physical Geography
	Production, Distribution and Consumption	What We Produce	Fertile lands An Economic Activity My Fertile Homeland We Are at the Automobile Factory Every Job Takes Effort	Human and Economic Geography Human and Economic Geography Human and Economic Geography Human and Economic Geography
	Power, Management and Society	Those Working for the Community	Those Working for the Environment	Human and Economic Geography
	Global Connections	Our World	Our Import and Export Products We are in Germany The Land of the Nile A Ship in Japan A Coffee Break White Forehead Country	Human and Economic Geography Physical/Human and Economic Geography Physical/Human and Economic Geography Physical/Human and Economic Geography Physical/Human and Economic Geography Physical/Human and Economic Geography Physical/Human and Economic Geography

As seen in Table 2, geography topics in the textbooks are prepared according to the 2005 social studies curriculum; In the 5th grade, it takes place in 5 units depending on the learning areas “Culture and Heritage”, “People, Places and Environments”, “Production, Distribution, and Consumption”, “Power, Management and Society” and “Global Connections”. Human and Economic Geography; Physical Geography of 4 of them; It was understood that 7 of them included both Physical Geography and Human and Economic Geography.

In the unit “Step by Step Turkey”, which is the equivalent of the learning area of “Culture and Heritage” in the course book, geography is included within the scope of “My Beautiful Turkey”, “Reminders of Cities” and “Our Cultural Wealth”. In the subject of “My Beautiful Turkey”, Turkey's

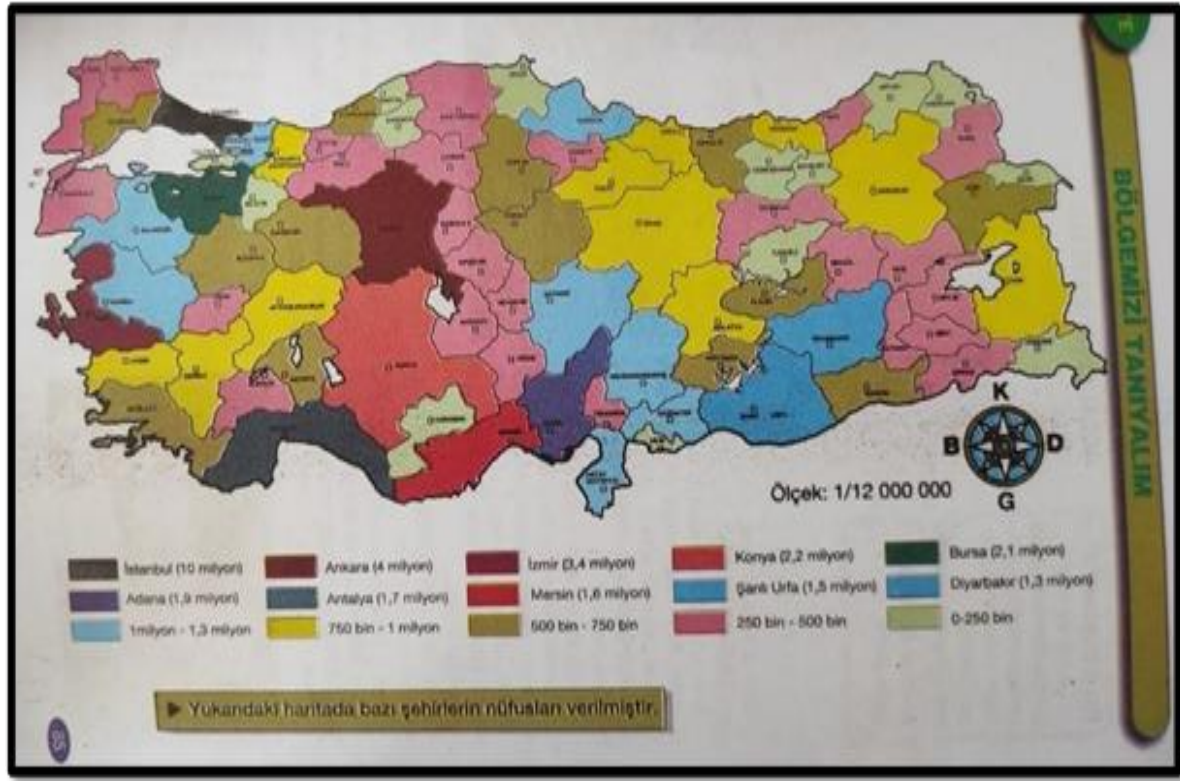
natural and historical riches were mentioned and within the scope of Istanbul, Galata Tower, Hagia Sophia Museum, Basilica Cistern, Maiden's Tower; Natural beauties such as Bird Sanctuary, Manyas Lake and Pamukkale Travertines are included. In the subject of "Reminders of Cities", examples of the characteristics of the places where people live are given and the physical, human and cultural aspects of cities are explained on the map of Turkey. Similarly, the cultural richness reflected by the region in the subject of "Our Cultural Wealth" has been exemplified through cities such as Rize, Erzurum, Trabzon, and Şanlıurfa. The cultural richness of Turkey is shown with the map of Turkey given in the unit "Step by Step Turkey" in Visual 1.



Visual 1. 2005 Year, 5th Grade Step by Step Turkey Unit (MNE, 2007:46-47)

As a counterpart to the "People, Places and Environments" learning area, there is the "Let's Know Our Region" unit in the 5th-grade social studies textbook. Since this unit is a unit that deals with the science of geography, all subjects are also within the subject of geography. It is seen that the subjects of Physical Geography predominate in the unit. "Where We Live", "Where Does Merve Live?", "Do Maps Speak?", "Climate of Our Region", "Settlement Around Us", "Hand in Hand with the Natural Environment", "Let's Get to Know the Central Anatolia Region" and "Ready to Live with Natural Disasters" Will you?" Geography topics are mentioned in the titles. In the subject of "The Place We Live", the geographical features and human elements of the region are explained with pictures. "Where Does Merve Live?" The position of Turkey in the world and the location of Ankara province in Turkey are explained. "Do Maps Speak?" On the other hand, the physical map of Turkey is given and how a map can be interpreted with the signs given in the legend section of the map is explained in connection with the previous topic. In the subject of "Climate of Our Region", seven geographical regions of Turkey and the climate types experienced in these regions are explained and examples of products grown in Turkey according to these climate types are given. Again, in the subject of "Settlement in Our Environment", the factors that affect the population and the selection of a place as a settlement area are explained, and the materials and housing types used in housing construction are explained. Another topic discussed in this learning area is "Hand in Hand with the Natural Environment". In this title, air, water and soil pollution, which is the result of human damage to the natural environment, is explained. In the

subject of "Let's Know the Central Anatolia Region", which is another subject, the Central Anatolia Region was examined in terms of physical (landforms, climate, vegetation, etc.) and human (population, contribution to the country's economy) factors. The last topic of this learning area, "Are You Ready to Live with Natural Disasters?" On the other hand, Turkey's earthquake map is given and natural disasters such as earthquakes, floods and avalanches are explained. In Visual 2, a map showing the populations of some provinces of Turkey is given.



Visual 2. 2005 Year, 5th Grade *Let's Get to Our Region Unit* (MNE, 2007: 85)

Another learning area in which geography topics are included in the 5th grade social studies textbook is "Production, Distribution and Consumption". In the unit "What We Produce", which is the equivalent of this learning area in the textbook, the subjects "Fertile Lands", "An Economic Activity", "My Fertile Country", "Every Job Requires Labor", "We Are At The Automobile Factory" and "We Are Also Manufacturers" are associated with geography. The fertile lands of Turkey and how these products are grown are explained through examples of hazelnuts, chickpeas, sunflowers and roses in the subject of "Fertile Lands". In the title of "An Economic Activity", the subject of animal husbandry and animal production of the geography was included with the example of the Angora goat. Another topic in this unit is "My Fertile Country". In this topic, the most striking economic activity in the region where Turkey is lived is discussed with examples from Turkey. In the subjects of "We are in the Automobile Factory" and every job requires labor, the industrial branches and livelihoods in the region are mentioned, and human and economic geography issues are mentioned. In the unit "Working for the Society", which includes the achievements of the "Power, Management and Society" learning area, geography topics are included in the "Workers for the Environment" topic. In this topic, what should be done to protect the environment and non-governmental organizations working on this issue are mentioned.

The last unit of the 5th-grade social studies textbook, "The World of All of Us" is related to the field of global connections learning. It has been determined that the subjects of "Imported and Exported Products", "We are in Germany", "Country of the Nile", "A Ship in Japan", "A Coffee Break", "Land

of White Gold” given in this unit are related to geography. In these matters, respectively, the goods we import from foreign countries and export to other countries, food products; In which regions most Turks live in Europe; The characteristics of Egypt and Japan, Brazil, coffee and wildlife, and the contribution of Turks to medical science are explained with the example of Kazakhstan. The map given in the textbook about the characteristics of Germany in the subject of “We are in Germany” is shown in Visual 3.



Visual 3: 2007 Year 5th Grade The World of All of Us Unit (MNE, 2007: 182)

3.1.2. Geography in 6th Grade Social Studies Textbooks

The units and their contents related to geography topics in the 6th-grade social studies textbooks prepared according to the 2005 curriculum are shown in Table 3.

Table 3. Geography Topics in the 6th Grade Social Studies Textbooks of 2005

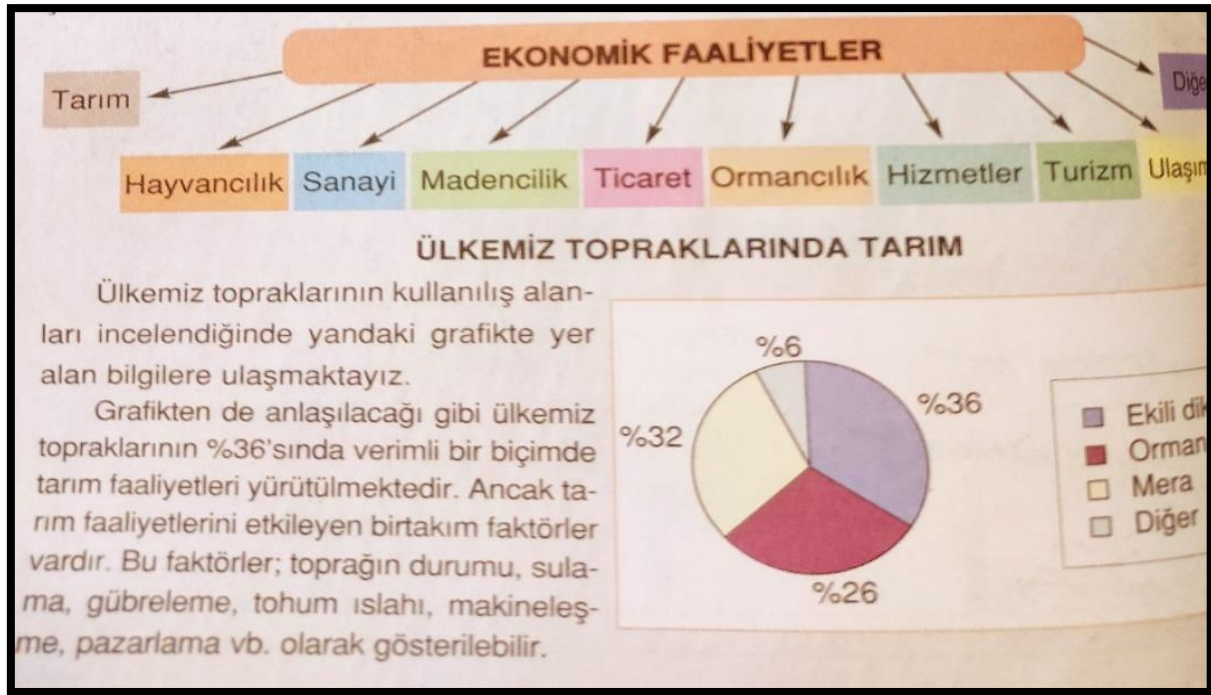
	Learning space	Subject	Contents	Geography Relationship
6th grade	Individual and Society	I'm Learning Social Studies	Environmental Pollution Causes Epidemics	Human and Economic Geo.
	People, Places and Environments	Life on Earth	Understanding Maps World of Coordinates Climate Changing from Poles to Deserts Climate Zones in Turkey Not Our Forests, Our Future Is Destroying	Physical Geography Physical Geography Physical Geography Physical Geography Human and Economic Geo.

Production, Distribution and Consumption	Our Country's Resources	Economic Activities in Our Country Don't Deplete Our Natural Resources	Human and Economic Geo. Human and Economic Geo.
Global Connections	Our Country and the World	Population Distribution and Economic Activities in the World Our Economy from Import to Export Our National Foreign Policy Our International Relations	Human and Economic Geo. Human and Economic Geo. Human and Economic Geo.

As seen in Table 3, geography topics in 6th-grade textbooks prepared according to the 2005 social studies curriculum; It takes place in 4 units, namely “Individual and Society”, “People, Places and Environments”, “Production, Distribution and Consumption” and “Global Connections”. It has been understood that 9 of the geography topics given under 13 subject headings in the textbooks include Human and Economic Geography topics and 4 of them include Physical Geography topics. It has been observed that the "I'm Learning Social Studies" unit in the course book of the Individual and Society learning field has established a relationship with geography with the examples of air, water, and soil pollution given in the topic "Environmental Pollution Causes Epidemics". Another unit in which geography topics are discussed is the unit "Life on Earth". Since this unit is directly related to geography topics, all the subjects given in the unit are associated with the basic concepts of geography.

Topics covered in the unit; “Understanding Maps”, “World of Coordinates”, “Climate Changing from Poles to Deserts”, “Climate Regions in Turkey” and “Not Our Forests, Our Future Is Disappearing”. “How to find the location of a place on a map?” on “Understanding Maps”. and “What do the scales on the maps do?” The answers to the questions are explained with examples from Turkey. Parallels and meridians are explained in the subject of “World of Coordinates”; In the subject of "Climate Changing from the Poles to the Deserts", how the climate affects human life is exemplified through Bangladesh, Eskimos, and Bedouins. In the unit, the disappearance of the Amazon forests and the decrease in precipitation were explained on the topics of “Climatic Regions of Turkey” and “Our Future, Not Our Forests”.

In the "Resources of Our Country" unit, which deals with the achievements of the "Production, Distribution and Consumption" learning area, the subjects of economic geography were mentioned and the subjects of "Economic Activities in Our Country" and "Don't Deplete Our Natural Resources" were included. Economic activities (agriculture, industry, animal husbandry, tourism, forestry, trade, etc.) carried out in Turkey on these subjects are explained and what can be done to protect natural resources in Turkey is discussed. In Visual 4, the graphic in the textbook about the economic activities and agricultural land in Turkey is shown.



Visual 4. 2006 Year, 6th Grade Our Country's Resources Unit (MNE, 2006: 98)

In the unit “Our Country and the World”, in which the learning area of “Global Connections” was discussed, human and economic activities were handled on a global scale and the distribution of population and economic activities in the world were included. In addition, the countries with which Turkey has the most relations (Germany, USA, England, France, Italy, etc.) are explained on the subject of “Our Economy from Export to Import”. Similarly, Turkey's Relations with the Turkic Republics were explained in the subjects of “Our National Foreign Policy” and “Our International Relations”.

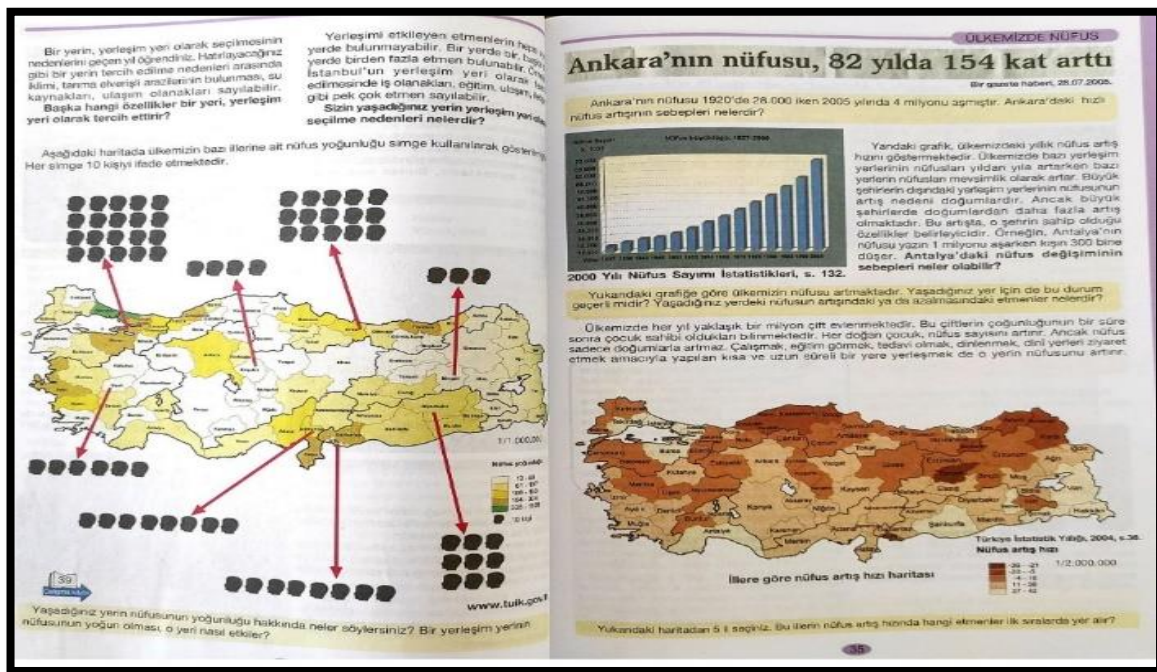
3.1.3. Geography in 7th Grade Social Studies Textbooks

The units and their contents related to geography topics in the 7th-grade social studies textbooks prepared according to the 2005 curriculum are shown in Table 4.

Table 4: Geography Topics in the 7th Grade Social Studies Textbooks of 2005

	Learning space	Subject	Contents	Geography Relationship
7th Grade	People, Places and Environments	Population in our country	Where Do We Live? Why Do We Count? Hello, The Land I Satisfied Freedom of Settlement and Travel	Human and Economic Geo. Human and Economic Geo. Human and Economic Geo. Human and Economic Geo.
	Production, Distribution and Consumption	Economy and Social Life	Mother Earth How States Develop	Human and Economic Geo. Human and Economic Geo.
	Power, Management and Society	Living Democracy	Environmental Law is the Concern of Governments	Human and Economic Geo.
	Global Connections	International Bridges	What's Happening in the World?	Physical/Human and Economic Geography

As can be seen in Table 4, geography topics in the 7th-grade textbooks prepared according to the 2005 social studies curriculum; It takes place in four units, namely "People, Places, and Environments", "Production, Distribution and Consumption", "Power, Management and Society" and "Global Connections" as units representing learning areas. It has been understood that seven of the geography topics given under eight subject headings in the textbooks include Human and Economic Geography topics, only the "Bridges Between Countries" unit includes both Physical Geography and Human and Economic Geography. When the 7th-grade social studies textbooks prepared based on the 2005 social studies curriculum are examined, it is seen that the most geography-related subject is in the learning field of "People, Places, and Environments". In the unit "Population in Our Country", which is related to this learning area, the subjects of "Where Do We Live?", "Why Are We Counted?", "Hello, The Land I Have Got" and "Freedom of Settlement and Travel" were discussed. The visual of the page containing the population information of Turkey in the 7th-grade textbook is given in Visual 5.



Visual 5. Year 2009, 7th Grade Population in Our Country Unit (MNE, 2009: 34-35)

In the "Economy and Social Life" unit, which includes the achievements of the "Production, Distribution and Consumption" learning field, the developments in agricultural production in Turkey and the importance of the states' positions in their economic development are explained on the subjects of "Mother Earth" and "How States Develop". In the "Living Democracy" unit of the "Power, Management and Society" learning area, the decisions taken against environmental pollution, the importance of municipalities, and environmental law were discussed under the title of "Environmental Law is the Concern of Governments". In the unit "Bridges Between Countries", the last unit of the 7th-grade textbook, "What's Happening in the World?" Global warming and its effects on the world are explained concerning the learning area of global connections. The order of "What's Happening in the World" in the textbook is shown in Visual 6.



Visual 6. Year 2005 7th Grade International Bridges Unit (MNE, 2009: 170-171)

When the 5th, 6th, and 7th-grades textbooks prepared according to the 2005 social studies curriculum are examined, it is seen that geography topics are in different learning areas in the 5th, 6th and 7th grades; Physical Geography and Human and Economic Geography, which are the two main branches of general geography, are given a place at all levels; however, it is seen that the distribution changes according to grade levels and the topics related to geography decrease as the grade level rises. In addition, it was understood that geography topics decreased as the grade level increased and physical geography topics were given a limited place in the 7th grade. On the other hand, it has been observed that many geographical concepts and knowledge are interdisciplinary in other units, apart from the units that directly mention geography in the social studies course. In addition, it was found that the topics were mostly clustered in three learning areas: “People, Places and Environments”, “Production, Distribution and Consumption” and “Global Connections”.

3.2. Geography in 5th, 6th and 7th Grades Textbooks Prepared According to the 2018 Social Studies Curriculum

When the geography topics in the 5th, 6th, and 7th-grades textbooks prepared according to the 2018 social studies curriculum are examined; 5 in 5th grade; It was observed that subjects related to geography were included in 3 learning areas in 6th grade and 7th-grade in 3 learning areas. Information on geography topics in the 5th, 6th, and 7th-grades textbooks prepared according to the 2018 social studies curriculum is shown in Table 5.

Table 5: *Geography Topics in 5th, 6th and 7th Grades Textbooks Prepared According to the 2018 Social Studies Curriculum*

	Learning Space	Unit	Subject	Geography Relationship
5th grade	5	4	10	Physical geography Human and Economic Geography
6th grade	3	3	8	Physical geography Human and Economic Geography
7th grade	3	3	5	Physical geography Human and Economic Geography

As in the 2005 Social Studies curriculum, the thematic approach was used in the 2018 curriculum and each learning area was represented by each unit. As can be understood from Table 5, in the social studies textbooks of the year 2022, in the 5th-grade, in 4 units, in 10 topics; In the 6th-grade, 8 topics in 3 units and in the 7th-grade, in 5 topics in 3 units, the subjects of geography are included. In addition, the subjects of Physical Geography and Human and Economic Geography and the sub-branches of these branches were mentioned at each grade level; however, as the grade level increases, it is seen that the subjects related to geography decrease.

3.2.1. Geography in 5th Grade Social Studies Textbooks

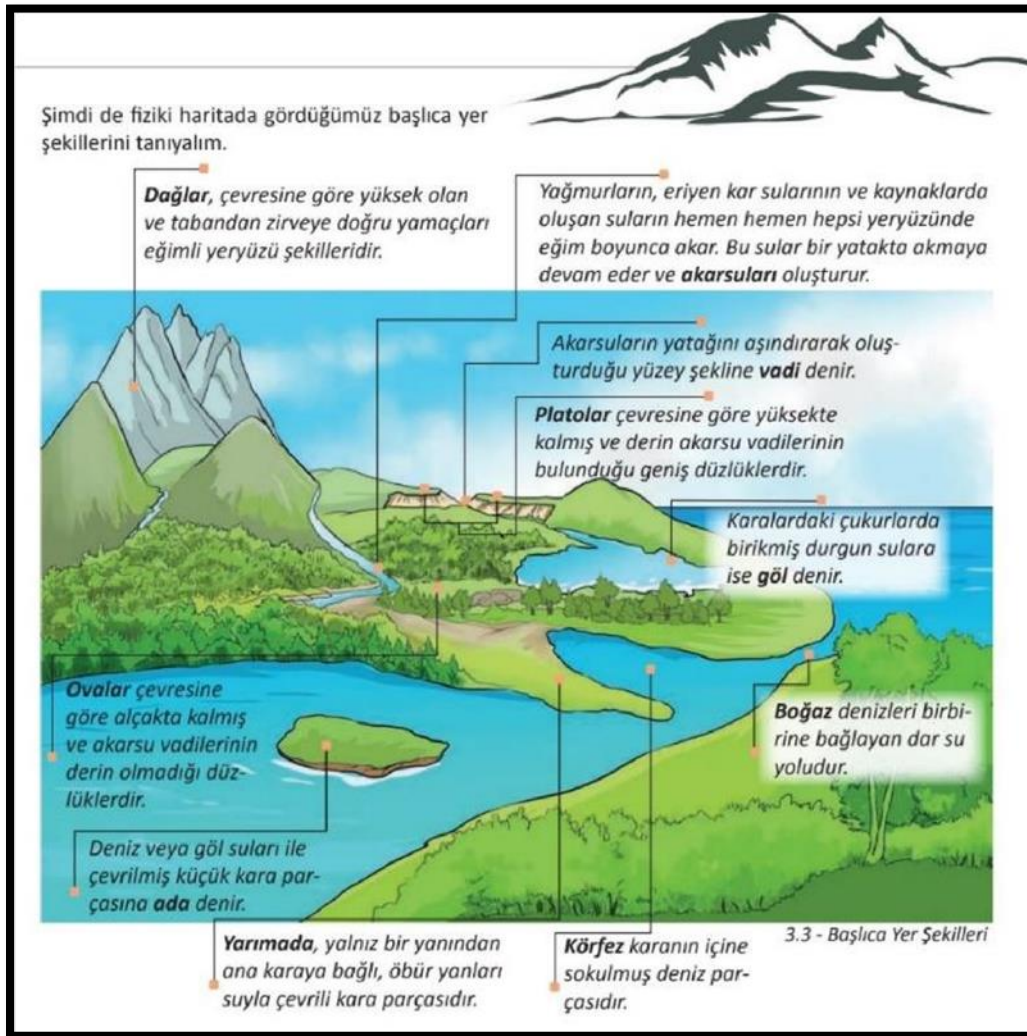
The units and their contents related to geography topics in the 5th-grade social studies textbooks prepared according to the 2018 curriculum are shown in Table 6.

Table 6: *Geography Topics in 2022 5th Grade Social Studies Textbooks*

	learning space	Unit	Contents	Geography Relationship
5th grade	Culture and Heritage	My Country, My Culture and My History	My Beautiful Country	Human and Economic Geography
	People, Places and Environments	Where We Live	I Know the Map Climate and My Life Where to Live? Disasters and Environmental Problems Effects of Disasters on Humans	Physical geography Physical geography Human and Economic Geography Physical geography Physical/Human and Economic Geography
	Production, Distribution and Consumption	From Production to Consumption	Economic Activities Where I Live Economy and Life	Human and Economic Geography Human and Economic Geography
	Global Connections	Global Interaction	The Contribution of the Place I Live to the Economy Tourism Changes Prejudices	Human and Economic Geography Human and Economic Geography

As seen in Table 6, geography topics in the textbooks are prepared according to the 2018 social studies curriculum; In the 5th grade, it takes place in 4 units depending on the learning areas “Culture and Heritage”, “People, Places and Environments”, “Production, Distribution and Consumption” and “Global Connections”. It has been understood that 6 of the geography topics given under 10 subject headings in the textbooks include Human and Economic Geography topics, 3 of them include Physical Geography topics, and one subject includes both Physical Geography and Human and Economic Geography topics. The subject of "My Beautiful Country" given in the "My Country, My Culture and History" unit, which is the equivalent of the "Culture and Heritage" learning area in the textbook, covers the subjects related to tourism geography, which is one of the sub-titles of Human and Economic Geography and is one of the touristic places in Bursa, Antalya and Edirne. examples are given.

In the "Where We Live" unit, which is the unit of the "People, Places and Environments" learning field, which is directly related to geography, "I Know the Map", "Climate and My Life", "Where to Live?", "Disasters and Environmental Problems" and "Disasters on Human Beings". Geography topics are explained in the titles of “Effects of In the subject of “I Know the Map”, physical geography topics were included and why maps were needed, the legend part of the map, the landforms given on the physical map and the physical map of Turkey were explained. In Visual 7, within the scope of the unit “Where We Live”, there are mountains, plains, islands, peninsulas, plateaus, lakes, etc. in the physical geography of Turkey landforms are explained.



Visual 7. Year 2022, 5th Grade Where We Live Unit (MNE, 2022: 67)

In the subject of “Climate and My Life”, one of the subjects of physical geography, the climate regions of Turkey were included. In the subject of “Where to Live”, the subject of population, which is one of the subjects of human geography, is mentioned, and human and natural factors affecting the population and structures such as bridges, tunnels, and dams that individuals build to shape nature are explained.

Another topic covered in this unit is disasters and their effects on people. In the course book, earthquakes, floods, landslides, avalanches, and forest fires, which are among the natural disasters seen in Turkey, are included under the titles of “Disasters and Environmental Problems” and “The Effects of Disasters on Humans” and these disasters are shown on the natural disaster map of Turkey. In addition, environmental problems such as air pollution, water pollution, erosion, noise pollution, soil pollution, and reduction of forest areas and how individuals should take precautions for these natural disasters and environmental problems are explained under these headings. The page with news headlines about natural disasters in Turkey is shown in Visual 8.

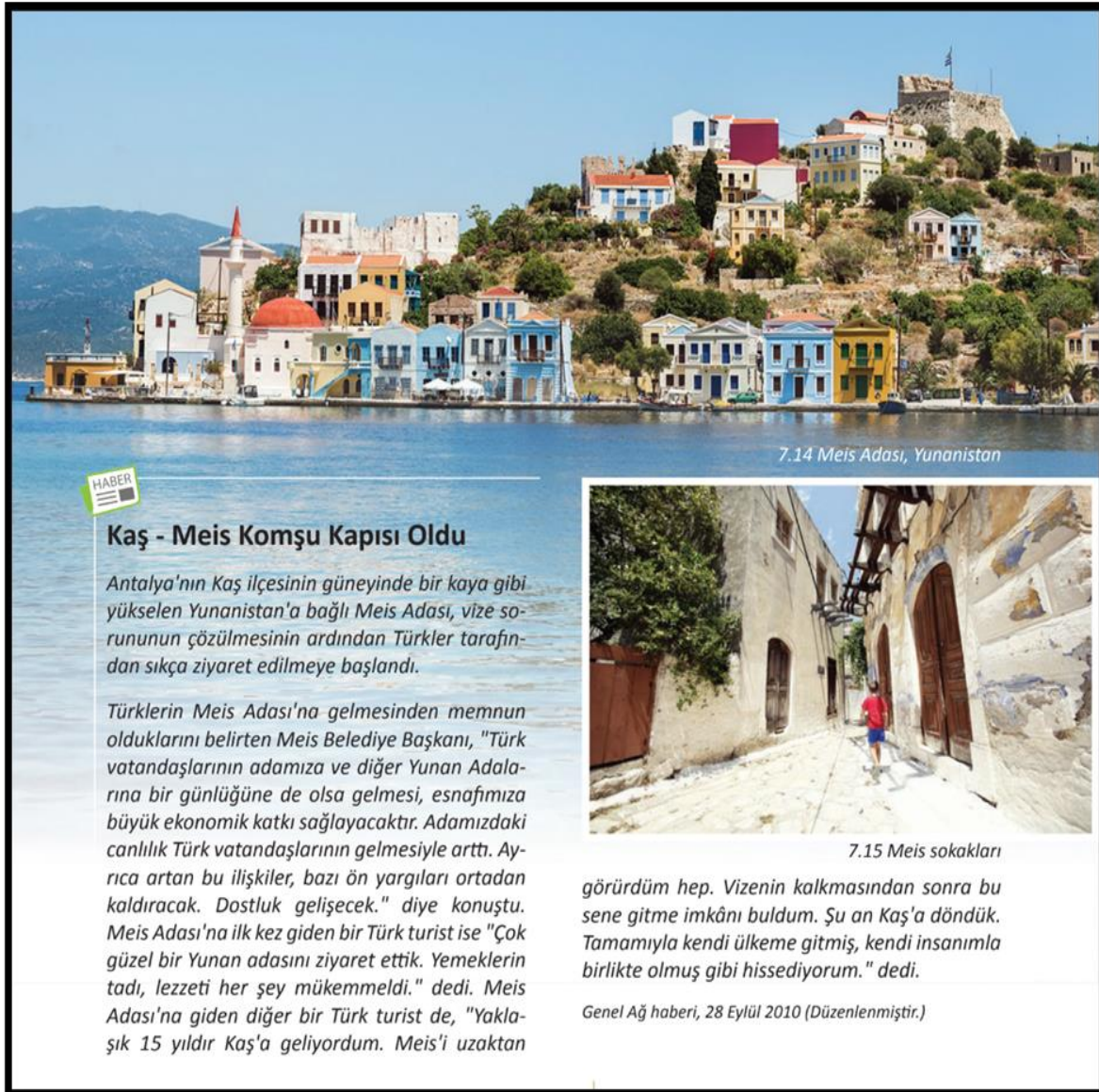


Visual 8: Year 2022, 5th Grade Where We Live Unit (MNE, 2022:81)

Another learning area that deals with geography topics in the 5th grade textbook of 2022 is the learning area of "Production, Distribution, and Consumption". The subjects of human and economic geography are included under the titles of "Economic Activities in Where I Live" and "Economy and Life" of the "From Production to Consumption" unit, which is the equivalent of this learning area in the textbook. Economic activities such as agriculture, industry, animal husbandry, mining, tourism, and

service are mentioned in the topic of "Economic Activities in Where I Live". In the subject of "Economy and My Life", effective economic activities in various provinces and rural regions of Turkey are exemplified. In the "Global Interaction" unit, which includes the 5th-grade acquisitions of the "Global Connections" learning area, the topics of "The Contribution of Where I Live to the Economy" and "Tourism Changes Prejudices" are included about geography. In these headings, the products that are important in Turkey's import and export are exemplified.

In addition, the contribution of tourism to the country's economy is explained by associating it with the freedom of travel. The news title given in the textbook for Turkey's tourism is shown in Visual 9.



Visual 9: Year 2022, Grade 5 Global Interaction Unit (MNE, 2022: 178)

3.2.2. Geography in 6th Grade Social Studies Textbooks

The units and their contents related to geography topics in the 6th-grade social studies textbooks prepared according to the 2018 curriculum are shown in Table 7.

Table 7. *Geography Topics in 2022 6th Grade Social Studies Textbooks*

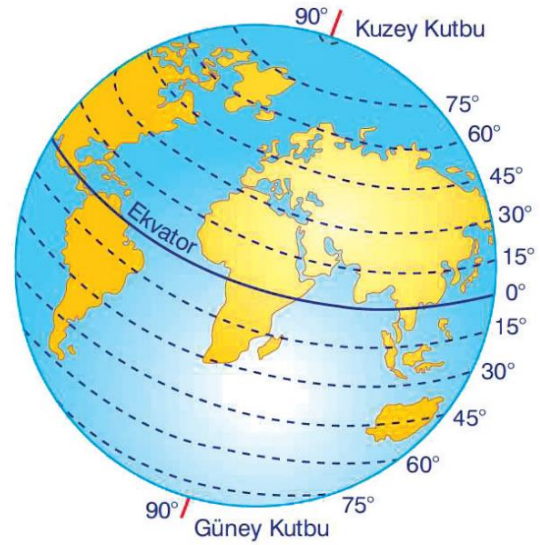
	Learning Space	Subject	Contents	Geography Relationship
6th grade	People, Places and Environments	Life on Earth	Where in the World Are We?	Physical Geography
			Geographical Features of Our Country	Physical Geography
			The Human Geography of Our Country	Human and Economic Geography
			Different Climates	
			Different Lives	Physical Geography
	Production, Distribution and Consumption	I produce, I consume, I am conscious	Our Country's Resources and Economic Activities	Human and Economic Geography
			I Use Our Resources Correctly	Human and Economic Geography
	Global Connections	Our National Foreign Policy	Import, Export	Human and Economic Geography
				Human and Economic Geography

As seen in Table 7, geography topics in the 6th-grade textbooks taught in 2022; It takes place in 3 units: “People, Places and Environments”, “Production, Distribution and Consumption” and “Global Connections” learning areas. It has been understood that 5 of the geography topics given under 8 subject headings in the textbooks include Human and Economic Geography topics and 3 of them include Physical Geography topics.

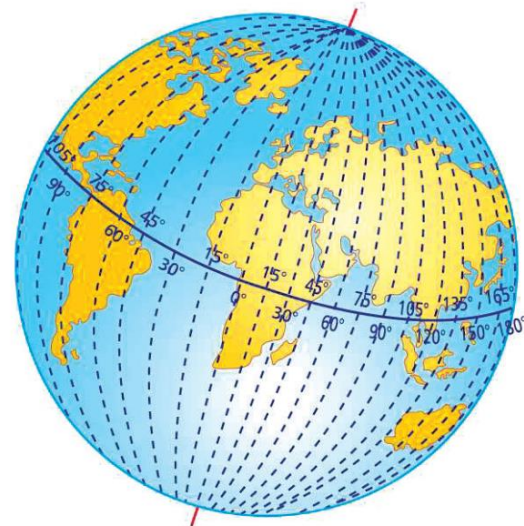
In the unit “Life on Earth”, which is the equivalent of “People, Places, and Environments” in the textbook, information on physical and human geography under the headings “Where are we in the World?”, “Geographical Features of Our Country”, “Human Geography of Our Country” and “Different Climates, Different Lives” were given. In the title of “Where Are We in the World”, the basic subjects of the physical map such as map, scale, equator, pole points, parallel and meridians, and geographical location of Turkey are explained. The subject of parallels and meridians given in the textbook is shown in Visual 10.

Dünya, merkezinden geçtiği varsayılan bir eksen etrafında batıdan doğuya doğru döner. Bu eksenin kuzeyinden ve güneyinden Dünya'yı deldiği düşünülen noktalarına **kutup noktaları** adı verilir. Kuzeydekine **Kuzey Kutup Noktası**, güneydekine de **Güney Kutup Noktası** denir. Kuzey ve Güney kutup noktalarına eşit uzaklıkta olan noktaların birleştirilmesiyle elde edilen çembere **Ekvator** denir. Ekvator, Dünya'yı **Kuzey Yarım Küre** ve **Güney Yarım Küre** olmak üzere iki eşit parçaya böler. Ekvatora paralel olarak birer derecelik açılarla geçirilen çemberlere **paralel** denir. Ekvatorun kuzeyinde 90, güneyinde 90 olmak üzere 180 paralel vardır. Ekvator başlangıç paralelidir (0°) ve Ekvator'dan uzaklaştıkça paralel dereceleri büyür. Ekvator'dan kutuplara doğru gidildikçe Dünya'nın şeklinden dolayı paralellerin boyları kısalmış ve kutuplarda nokta halini alır. Ardışık iki paralel arası mesafe Dünya'nın her yerinde 111 km'dir.

İki kutup noktası arasında uzanarak paralelleri dik kesen yarım çemberlere **meridyen** denir. Başlangıç meridyeni, İngiltere'nin başkenti Londra yakınlarındaki Greenwich (Griniç) gözlemevi üzerinden geçen meridyendir ve 0° ile gösterilir. Başlangıç meridyeninin doğusuna **Doğu Yarım Küre**, batısına **Batı Yarım Küre** denir. Doğu Yarım Küre'de 180 ve Batı Yarım Küre'de 180 olmak üzere toplam 360 meridyen yayı vardır. Başlangıç meridyeninden uzaklaştıkça meridyen dereceleri büyür. Ekvator'da meridyenler arasında 111 km mesafe vardır. Ancak bu mesafe kutuplara gidildikçe azalır. Meridyenler yerel saat hesaplamasında da kullanılır ve her iki meridyen arasındaki zaman farkı 4 dakikadır.



3.2: Paraleller



3.3: Meridyenler

Visual 10: Year 2022, 6th Grades Life on Earth Unit (MNE, 2022: 107)

In the title of "Geographical Characteristics of Our Country", the subjects of physical geography were continued; Geographical forms such as steppe, mountain, legend, maquis, plain, plateau, valley, Turkey's mountains, plains, plateaus, climate types are explained through the physical map of Turkey. In the subject of "Human Geography of Our Country", which is another subject, mining, population, agriculture, and tourism concepts are given, the places where the population is high and low in Turkey, Turkey's agricultural geography, Turkey's mining geography, Turkey's livestock map, Turkey's forest geography, Turkey's tourism geography, and Turkey's industrial geography are explained through maps. The tourism geography map of Turkey given in the textbook is shown in Visual 11.



3.21: Türkiye Tarım Ürünleri Haritası

Visual 11: Year 2022, 6th Grades Life on Earth Unit (MNE, 2022: 121)

In the last topic of this unit, “Different Climates, Different Lives”, the concepts of climate and weather are explained and the characteristics of the Mediterranean climate, Polar climate, Monsoon climate, and Equatorial climate, which are among the climate types seen in the world, are included.

The titles "Resources and Economic Activities of Our Country" and "I Use Our Resources Correctly" given in the "I Produce, I Consume, I Am Conscious" unit of the "Production, Distribution and Consumption" learning area are also subjects related to the science of geography. Turkey's economic activities such as agriculture, forestry, animal husbandry, mining, service, trade, industry, and tourism are explained under the title of “Our Country's Resources and Economic Activities”. In the title of "I Use Our Resources Correctly", renewable and non-renewable energy resources are explained with concepts such as Waste, Fossil, Geothermal, and Thermal Power Plants, and it is pointed out that natural resources are not unlimited.

Turkey's import and export relations with other Turkic Republics and its border neighbors are explained by referring to human and economic geography issues in the subjects of "Our National Foreign Policy" and "External Purchases and Exports" given in the "Our International Relations" unit, which is the last unit of the 6th-grade textbook.

3.2.3. Geography in 7th Grade Social Studies Textbooks

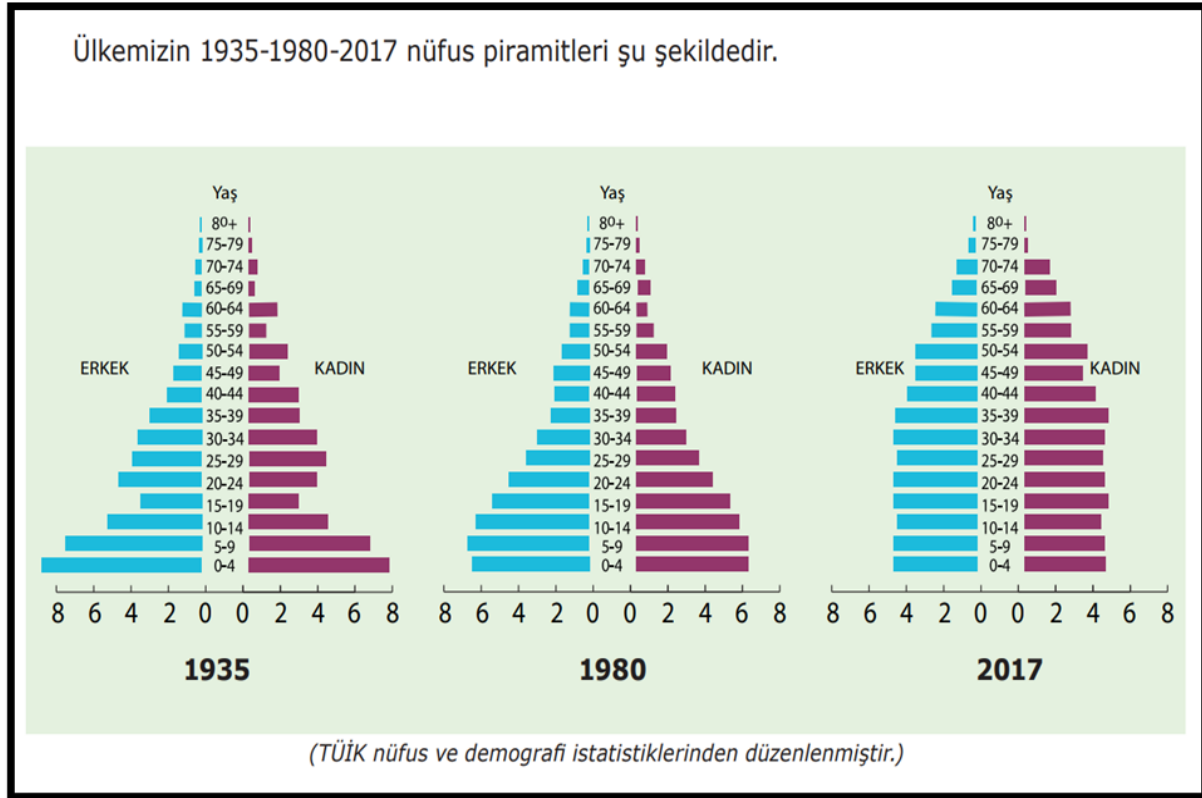
The units and their contents related to geography topics in the 7th-grade social studies textbooks prepared according to the 2018 curriculum are shown in Table 8.

Table 8: *Geography Topics in 2022 7th Grade Social Studies Textbooks*

	Learning Area/ Unit	Subject	Geography Relationship
7th grade	People, Places and Environments	Where Should I Settle? With Tables and Graphics, Is Our Country Where You Were Born or Where You Have Your Satisfaction?	Physical/Human and Economic Geography Human and Economic Geography Human and Economic Geography
	Production, Distribution and Consumption	We Produce From Soil, We Manage Soil	Human and Economic Geography
	Global Connections	I Create Solutions to Global Problems	Human and Economic Geography

As seen in Table 8, geography topics in the 7th-grade textbooks of 2022; It takes place in 3 units, namely "People, Places and Environments", "Production, Distribution and Consumption" and "Global Connections" as units representing the learning areas with the same name. It has been understood that 4 of the geography topics given under 5 subject headings in the textbooks include Human and Economic Geography, and 1 of them includes both Physical Geography and Human and Economic Geography. "People, Places and Environments" unit "Where Should We Settle", "Our Country with Tables and Graphics", "Where You Born or Where You Have Your Fullness?" and "I Have the Freedom to Settlement and Travel" are topics related to Physical Geography and Human and Economic Geography.

In the title of "Where Should We Settle", the places where people have settled throughout history (Caves, Çatalhöyük, Nevşehir Cappadocia, etc.) are explained with examples and the features (physical and human factors) that people pay attention to when choosing a settlement are explained. In the title of "Our Country with Tables and Graphics", as a continuation of the previous topic, the representation of physical and human factors with tables and graphics is explained, and the population of Turkey, the distribution of the working population in Turkey to business lines and other characteristics (factories, agricultural areas, etc.) are explained. Population pyramids formed by the demographic structure of Turkey by years are shown in Visual 12.



Visual 12. Year 2022, 7th Grade People, Places and Environment Unit (MNE, 2022: 109)

"The Place Where You Are Born or The Place Where You Are Fed?" In the title, the issue of migration is explained. In this section, Human and Economic Geography subjects are mentioned and why people migrate, types of migration, causes and consequences of migration are explained. The change of agricultural production from the past to the present and its importance for Turkey as an economic activity are explained in the title of "We Produce from the Land, We Manage the Land" of the "Production, Distribution and Consumption" unit.

In the "Global Connections" unit, which is the last unit of the 7th grade textbook of 2022, Physical and Human and Economic Geography topics are included under the title of "I produce solutions to Global Problems". Under this title, how the geographical features of the world changed in the process from the formation of the world to the emergence of people on the stage of history, global warming, climate change, and natural disasters were mentioned.

When the 5th, 6th, and 7th-grades textbooks prepared according to the 2018 social studies curriculum are examined; Physical Geography and Human and Economic Geography, which are the two main branches of general geography, are given a place at all levels; however, it is seen that the distribution changes according to grade levels and the topics related to geography decrease as the grade level rises. In addition, it was understood that geography topics decreased as the grade level increased and physical geography topics were given a limited place in the 7th grade. On the other hand, it has been observed that many geographical concepts and knowledge are interdisciplinary in other units, apart from the units that directly mention geography in the social studies course.

3.3. The Change of Geographic Subjects Given in the Textbooks Used in 2005 and 2022 from Past to Present

Table 9: *Quantity of Geographical Topics Given in the Textbooks Used in 2005 and 2022*

2005				2022		
	Learning Space	Unit	Subject	Learning Space	Unit	Subject
5th grade	5	5	22	4	4	10
6th grade	4	4	13	3	3	8
7th grade	4	4	8	3	3	5

When the geography topics in the textbooks prepared according to the social studies curriculum implemented in 2005 and 2018 were compared, it was seen that there was a decrease in quantity in 2022 compared to 2005. While the 5th, 6th, and 7th-grades textbooks of 2005 included information directly related to geography in 43 subjects of 13 learning areas; It has been observed that in the 5th, 6th, and 7th grade textbooks of 2022, there is information directly related to geography in 23 subjects of 11 learning areas. In this context, it can be said that geography topics have been reduced quantitatively in the textbooks of 2022.

Table 10: *Distribution of Geographical Topics Given in the Textbooks Used in 2005 and 2022 in Terms of Subject Areas*

	2005			2022		
	5th grade	6th grade	7th grade	5th grade	6th grade	7th grade
Physical Geography	11	4	1	4	3	1
Human and Economic Geography	18	9	8	7	5	5

As it can be understood from the table, when the distribution of geography on the basis of a subject in the textbooks prepared according to the social studies curriculum implemented in 2005 and 2018 is examined, it is seen that the subjects of Human and Economic Geography are more than the subjects of physical geography.

Another remarkable finding during the analysis is that the subjects given in the textbooks of 2005 and 2022 are general subjects such as landforms, climate, natural disasters, population, migration, and environmental pollution. It has been observed that the current geographical concepts included in the curriculum in 2018, such as geographic information systems and location analysis, in which these topics are detailed in the same way as the titles given in 2005 and 2022, are not included in the textbooks.

4. DISCUSSION AND CONCLUSION

Geography is one of the cornerstones of the social studies course. For this reason, it is necessary to constantly update the geography topics, which have an undeniable place in the social studies course, with the changing and developing information and technology.

In the research, it was stated that in the textbooks of 2005 and 2022, physical geography, human and economic geography, and sub-branches of these branches were mentioned at every grade level; however, it is seen that the distribution changes according to grade levels, and the topics related to geography decrease as the grade level rises. In addition, it was found that geography topics decreased as the grade level increased and physical geography topics were given a limited place in the 7th grade. In his study, Can (2019) also stated that according to the 2005 curriculum, the rate of gains according to grade levels in the new curriculum is approximately 29% in the 4th and 5th grades; He concluded that it was reduced by about 20% in 6th and 7th grades Çoban and Akşit (2018) and Selvi (2018) reached a similar conclusion in their research and stated that there was a decrease in the number of gains in the new program compared to 2005. When Alkış (2005) also examined the books prepared according to the 2005 curriculum from a conceptual point of view, he found that, unlike this research, the concepts of physical geography were more than the concepts of Human and Economic Geography. In this research, it is seen that physical geography topics are more common in 2005 than in 2022. In this context, it can be said that in the period from 2005 to 2022, physical geography topics started to take place less and less in textbooks. In addition, Alkış (2005) found in his study that the number of concepts related to geography topics in the 2005 textbooks was reduced compared to the number in the previous curriculum. In line with these results, it can be deduced that physical geography topics in secondary school social studies textbooks are reduced a little more in each curriculum. In the research, it was found that in 2005, more geography topics were included in the secondary school social studies textbooks in terms of quantity compared to 2022. Alkış (2005) also stated in his study that there were quite a lot of geography topics and concepts in the social studies textbooks of 2005.

In addition, geography topics are mostly in the learning areas of "People, Places and Environments", "Global Connections" and "Production, Distribution, and Consumption"; however, it has been concluded that geographical concepts are also indirectly included in the units covering other learning areas. Kaçar and Bulut (2020) also stated that out of seven learning areas, only the "People, Places and Environments" learning area is completely related to the concepts of geography; They stated that the learning areas of "Production, Distribution and Consumption" and "Global Connections" are partially associated with the concepts of geography. In their research, Kızılçaoğlu and Taş (2007) determined the learning areas that include geography topics in the 6th and 7th-grades textbooks as "People, Places and Environments", "Global Connections" and "Production, Distribution, and Consumption". Karatekin and Sönmez (2016) similarly stated that geography is mentioned in all learning areas, especially "People, Places and Environments" and "Production, Distribution, and Consumption". Unlike these studies, Turan (2019) did not associate the learning field of "Production, Distribution, and Consumption" with geography topics.

In addition, although general topics such as landforms, climate, natural disasters, population, migration, and environmental pollution are included in the textbooks, it was found that current geographical concepts such as geographic information systems and location analysis, which were included in the curriculum in 2018, were not included in the textbooks. While there are serious problems in environmental pollution, migration, and the reduction of resources, it can be emphasized as a serious deficiency in the textbooks that these issues are reduced. It may have been thought that these concepts should be reduced in textbooks and that the teacher should mention them himself in accordance with the

principle of timeliness in the lessons. However, today, teachers generally teach by taking into account the parts in the textbook, with the thought that they should complete the curriculum on time. Therefore, it does not seem functional to expect the whole teacher to talk about the subjects that are not given in the textbooks. In this context, it can be said that these concepts should be found in newly prepared textbooks. Dursun (2019) also stated in his study that the geographical skills in the social studies curriculum are the skills determined to raise individuals who can adapt to the needs of the age and act consciously. The following suggestions can be made in the context of the research results:

- It can be said that subjects emphasizing current skills such as location analysis, spatial analysis, and geographic information systems given in the learning outcomes of learning areas should be included in the textbooks.
- This research is limited to how the geography topics changed according to the years and general geography topics between the two curriculums applied. In future research, the current situation in the textbooks will be examined in more detail in the context of the sub-topics of Physical Geography and Human and Economic Geography.

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