

IGU CGE Geography Education Questionnaire

Country: [Portugal](#)

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1. What is the aim of geography in primary education in your country?

Is to make the pupils acquire knowledge about Portugal, Europe and the World and to develop the specific competences of Geography (which are defined in the national curriculum). This area is inserted in Environmental Studies and has sociological, historical and geographical components.

2. What is the aim of geography in secondary education in your country?

Is to make pupils deepen knowledge of Geography and to develop geographical competences. However, in secondary education, Geography is not a compulsory subject and is taught only in some courses and depends on the choice of pupils to attend. But generally, in courses where it exists (especially in the area of Humanities and Social-Economic Sciences) it is a “popular” subject that appeals to pupils.

3. What is the average number of hours of geography teaching in primary education in your country?

In basic education, Geography appears only as an independent subject in the 3rd cycle. In the 1st cycle is integrated in the “Environmental Studies” and in the 2nd cycle in the “History and Geography of Portugal”, and in these cases is difficult to determine their hours per week. In the 3rd cycle, Geography is independent and has a weekly schedule between 90 and 135 minutes, depending on the grade and the management of each school.

4. What is the average number of hours of geography teaching in secondary education in your country?

Usually offers 270 minutes per week in the scientific-humanistic courses. In professional courses there is a diversity of situations and subjects related to Geography.

5. What are the most important themes in primary geography teaching in your country?

In the 3rd cycle of basic education, where Geography is autonomous, the themes to be taught (on the scale of Portugal, Europe and the World) are:

- The Earth: Studies and Representations;
- Natural Environment;
- Population and Povoation
- Economic Activities
- Development Contrasts
- Environment and Society

In 1st and 2nd cycles, these themes are also those who are taught, but simplified.

6. What are the most important themes in secondary geography teaching in your country?

The main themes are:

- Position of Portugal in Europe and in the World
- Population
- Natural Resources
- Urban and Rural Areas
- Transport and Telecommunications
- Integration of Portugal in the European Union
- Case Study
- Contemporary World System
- Polycentric World
- Fragmented World
- World of Contrasts

7. What is the position of geography in the upper levels of secondary education in your country?

Although not a compulsory subject is a "popular" one for the students. Moreover, it is a "specific discipline" to join in many higher education courses.

8. What is the biggest problem for geography teaching in your country?

The biggest problem is the few hours per week of classes in basic education (usually 90 minutes per week).

9. Mention one or more good practices or very successful projects of geography teaching in your country.

- Contig – Use of Geographic Information Technologies in the teaching/learning (in: http://ubu.isegi.unl.pt/labnt-projects/contig/index.php?ID_DONDE=0102)
- GeoRed - Digital Educational Resources for Teaching Geography (in: <http://www.geored.org/>)
- Latitude 60° (in: <http://www.abae.pt/programa/JRA/seminario/seminario06/Latitude60.pdf>)

10. Mention research projects in the field of geography teaching in your country.

Project "Textbooks, e-textbooks and student's activities", that includes research on geography textbooks. However, the few Portuguese researchers in this area participate in several projects within the Geography and Science Education, but not specific to the Teaching of Geography. Research in this area in Portugal takes place mainly through individual projects leading to PhD, which are also very few.

11. Mention publications or websites with information in English about geography teaching in your country.

ALEXANDRE, Fernando - "Epistemological awareness and geographical education in Portugal: the practice of newly qualified teachers" in *International Research in Geographical and Environmental Education*. 18: 4, 2009, p. 253 - 259.

ALEXANDRE, Fernando, FERREIRA, Manuela, MIRANDA, Branca - "Emerging Models of Teacher Training: The Case of Portugal" in *International Research in Geographical and Environmental Education*, Vol. 13, No. 2, 2004, p. 184-189.

CLAUDINO, Sérgio – “European Union: The Portuguese Geography Curricula in Check” in *International Research in Geographical and Environmental Education*, 9 (2), 2000, p. 98-127.

ESTEVES, M.^a Helena - "Research Note: Curriculum changes and Teacher Training: The pedagogy of geography teaching in Portuguese schools" in *Educate*, vol. 6, n.º 2, 2006, p. 3-5.

FERREIRA, M.^a Manuela Malheiro – “The United Kingdom in Portuguese Geography Textbooks from 1836 to 1974” in *International Research in Geographical and Environmental Education*, 6, 1997, p. 72-78.

FERREIRA, M.^a Manuela – “Values in the Portuguese Geography National Curriculum Documents for the Seventh and Ninth Years (Ages 12 and 14)” in *International Research in Geographical and Environmental Education*, 9 (1) , 2000, p. 75 – 78.

MARTINHA, Cristiana - "Europe's Mirror – Some notes about Europe Images transmitted by Portuguese Geography Textbooks (1980-2006)" in *10th International Conference on Textbooks and Educational Media - Local, National and Transnational Identities in Textbooks and Educational Media*. Santiago de Compostela, IARTEM, 2009, in press.

12. Mention contact addresses for information about geography teaching in your country.

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