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## **Social Studies Education's Two Main Branches-The Relationship Between History And Geography**

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### **ABSTRACT**

The interaction of history and geography is at a very high level. However, whether historical geography is studied at secondary school level is a situation that should be taken into account in both national and international education practices. Because an interdisciplinary and synthetic approach is necessary to make learning permanent. Aim: In this study, an answer has been sought to the question of whether historical geography can be adopted as an educational approach in social studies education. The question of whether it is possible to activate the interdisciplinary approach at the secondary school level has been discussed in the context of historical geography. The aim of this study is to evaluate the level of reflection of the principle of providing an interdisciplinary approach in Social Studies Education to the Social Studies Curriculum (SSC, 2018) and Social Studies Textbooks being implemented in Turkey within the scope of historical geography. Based on this sample center, it is aimed to focus on the development of the historical geography approach and the synthesis approach in students. It is aimed to determine the place of historical geography in social studies education. The study is based on qualitative research design. Firstly data were collected by interview method. The questions determined about the subject of historical geography were asked to the social studies teacher in order to answer them. The purpose of this is to evaluate the situation of historical geography in the application processes. On the other hand the data collection process developed on textbooks and program. For this purpose, 4th, 5th, 6th and 7th grade textbooks and program were examined by document analysis method, data were collected regarding historical geography contents. Findings were evaluated and interpreted with descriptive analysis. Subjects that may be related to historical geography were examined and a synthesis was conducted. As a result according to the findings, the definition and scope of historical geography were not directly addressed in the curriculum and textbooks. However, there are many contents that can be considered within the scope of historical geography, especially in textbooks.

**Keywords:** Historical Geography, Textbook; Curriculum, Social Studies

### **1.INTRODUCTION**

When the subject is considered in the international context, it is seen that the subject of historical geography education was not yet active in Europe in the 1980s. It is stated that historians do not give the necessary importance to the geographical factors that play a role in shaping history(Marsden, 1977, 21). It is understood that there were researchers working independently on historical geography education in China towards the 2000s. With decentralization, there were developments in historical geography and national conferences were organized and around 200 participants followed of China. However, since certain people have been working on this subject, historical geography education has weakened in the geography department after the death of these people (Ding, 2021). It is stated that there is little interest in history, geography and social sciences in America in general(Leming et al., 2003). In America, the historical geography has changed in the twentieth century. Recent insights have been about the potential value of historical geography. Despite these changes, few studies have been done that have not been very popular(Merrens, 1965, 530).

In Iran, on the other hand, it is understood that a course called historical geography is being taught in universities. In addition, it is stated that there are old texts related to historical geography(Ahmedvand,2009). In historical geography education, it is foreseen that the process can be carried out with different technological tools as well as classical methods and materials. For example, in Utah, historical and geographical factors affecting the formation of settlement order were investigated in social studies course. Students using interactive maps showed significantly better improvement between pretest and posttest than students using paper maps.

Interactive mapping in the classroom, it has been shown to help students learn social studies in a deeper (Taylor and Plewe, 2006, 16).

The subject of historical geography was covered in Tanzania within the scope of comparative education. By establishing a time-space relationship, the effects of topography on political power and the effects of political power on topography were examined (Vavrus, 2016). This level of content can be difficult for middle school. However, the subjects in which history affects geography and geography in Turkey can be determined and explained to students in a more understandable and clear way.

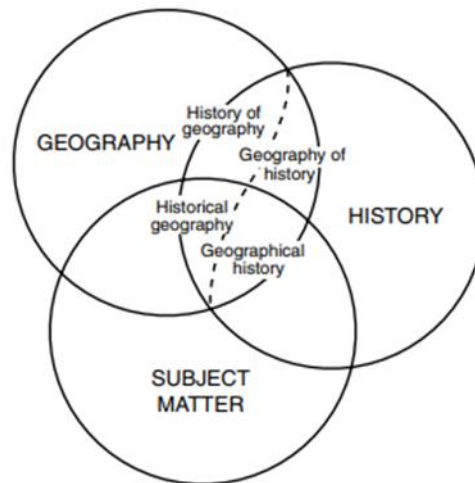
### 1.1. Historical Geography and Dimensions

One of the approaches in historical geography is to identify and interpret the remnants of past societies. The second approach is the task of reconstructing historical geographers (Hardy, 1988). One aspect of historical geography is the borders of the states established from history to the present, the breadth of their lands and political frontiers (Gilbert, 1932). In addition, its effects on the life, settlement and trade of people living in certain borders and on land are also important (Harris, 1991, 20). For example, Assyrian merchants who were natives of the Assyrian city in Anatolia lived on the banks of the Tigris river and it was a very prosperous community (Barjamovic, 2011). On the other hand, due to the historical and cultural structure of the geography of Palestine and its geopolitical importance, a great deal of archaeological research can be done here (Albright, 1921).

Historical geography has become a part of geography over time and its modern development is at the beginning of the 20th century. It has even been expressed as the geography of the past. The domain of historical geography is depicted as unlimited. It has been seen as a branch of human geography (Gümüşçü, 2019). The main branches of geography; While Natural (Physical Geography), Human and Economic Geography, Regional Geography and Geography Education are listed as the main sciences, Historical Geography is among the scientific fields of Human and Economic Geography. In fact, Elibuyuk added Historical Geography to the departments about geography (Doğanay, H-Özdemir, Ü.-Şahin, F. 2016). Therefore, historical geography is shown among the main departments and fields of science of Geography.

Baker emphasizes that history, geography and historical geography and geographic history have common experience in a wide variety of subjects. It mentions that they focus on similar problems and resources. On the other hand, the differences of history and geography in terms of philosophy of science also create differences in the perspective of the past. Baker shows a Venn diagram of this relationship in his work (Baker, 2003).

Venn Chart of the Relationship between History and Geography



Many disciplines in the field of social sciences have recently provided a significant scientific development by creating their own methods. Fields such as Political Science, Archeology, Anthropology can be given as examples. However, the fact that the fields of specialization in the fields of science carry out more in-depth studies shows that new branches of science can be formed. For example, geography today is a science. It includes fields such as mathematical geography, human geography, cultural geography. The creation of original methods in these fields over time may lead to the emergence of new fields of science. Historical geography may also be among them over time.

Historical Geography is about modernizing the knowledge of geography. It is known that the concept of historical geography emerged in the eighteenth century. With the Age of Enlightenment in Europe, a new understanding has emerged in geography as well as in different branches of science. Its development as a

conscious research field took place in the nineteenth century. It can be defined as the examination of a place related to a historical period with the principles and methods in today's geography (Gümüşçü, 2018). Historical geography can emerge not only theoretically in textbooks and programs, but also in practice. In a study on this subject, it was aimed to use the observation method in teaching history subjects. By establishing a history-nature relationship, it was concluded that nature was given importance in history. In this way, it is aimed to ensure that learning is more permanent and interesting (Akkuş and Meydan, 2013). On the other hand, historical sources are important in terms of geographical data. For example, there are yearbooks. Yearbooks can be expressed as a kind of annual. In these annuals, the geography of any province is given first (Guzel, 2012). In the yearbooks, it is possible to reach various information about the provinces, belonging to any period of history. It has already started to be prepared since the end of the nineteenth century.

Among the various records kept a few centuries ago, there are also those related to the economy and social life. These records; They belong to villages, sanjaks and provinces and these are called temettuat registers. Records are important for social history. It is written that the people who lived in a certain geography in the recent history were engaged in which economic activity. There are records about each household. In this way, the number of animals, the garden, what they raise, and the amount of tax in the registered house are expressed in detail. Thus, information about the change of economic activities from history to the present can be obtained. In this way, it is possible to examine what activities are carried out in the same geography, in the same place, today and in history. Temettuat records are valuable resources in terms of historical geography. There are studies that examine the human and economic geography of a place according to the temettuat registers. However, temettuat records can be used more effectively in the field of geography. It contains statistical data on the economic and social structure of settlements in the Ottoman State (Yiğit, 2011).

It is known that every historical event took place in a certain geography. The great civilizations established in history were also embodied in a certain place. Geography has an effect on the development or decline and collapse of these civilizations. It will be easier for the states that rule in geographies with suitable climate, water resources, fertile soils and rich underground resources to develop. While geographical factors direct the course of history, it is possible to associate them with certain subjects in history. These can be listed as the effects of geography on settlements, the effects of geography on wars, political, social, economic, religious and cultural effects (Bayartan, 2005). The definition of history is also the chronological examination of the causes and consequences of events that developed in a certain time and place.

It is possible to see the effect of geography in the definition of the city in terms of the formation of the city and its importance in the settlement. Bayartan defines the city as "the cluster of human facilities that people have created in geographical space in the historical process". Cities are even referred to by their period names. Like Roman, Byzantine, Seljuk or Ottoman cities. From this, it is understood that every city actually carries traces of history (Bayartan, 2005). Baker makes the difference in how historical geographers and historians view the process of the formation and development of the city as follows. "While historical geographers tell us stories about how people in the past created places according to their own images, historians tell stories about how historical periods were created by humans" (Baker, 2003: 4). Landforms are taken into account in determining the borders as well as the formation of the city.

To give an example from history, in the Ottoman State, the borders were passed through water lines and rivers to a large extent, and the geomorphological features of the field were taken into account when determining the administrative borders (Gümüşçü, 2010). Ramsey also said that topography is the foundation of history. He mentioned how valleys, mountains, seas and topography provide great support to history (Ramsay, 1960). Again, settlements can be found in mountainous places, in places that allow historical roads, and in the threshold areas of valleys not far from the river (Sütgibi, 2008). It is necessary to point out the role of various historical events in urban settlements. The presence of invasion attacks against a certain place, struggles for influence, and internal unrest were effective in making settlements in mountainous places rather than plains (Hayli, 1998). A very clear difference in historical factors can be seen here. Because agriculture, trade, transportation etc. It has also been the case that people who are expected to settle in the plains due to opportunities prefer mountainous or hilly places because security is a priority requirement. And these places have continued as settlement centers from history to the present.

The effects of history on wars can be evaluated in the example of the Middle East, which attracts the attention of many countries in the world today in terms of geopolitics and geoeconomics. Due to the strategic location of the Middle East, secret agreements were made to break up the Ottoman State (Özey, 2017). Here, inferences can be made about the role of geography on historical events. On the other hand, there may be different opinions about the place of some wars in history. Here, on the other hand, history can be illuminated on the basis of geographical features such as the location of the place where the war was fought, vegetation, geomorphological and hydrographic features (Ceylan, 2016). Another example of historical geography can be given. The area where a war in history took place can gain importance in terms of tourism geography today. For example, Kocatepe and Dumlupınar battlefields have tourism potential as well as spiritual and historical importance (Alaeddinoğlu, 2007). The effects of geography on history are also seen in the economic field. Geography

played a role in explaining the spread of modern growth associated with industrialization. For example, maritime transport used to have a large share in the economy with the effect of geography. There are two factors that determine the production structure and income level of a country. One is internal capacity and is related to factors of production. The other is its relations or geography with other countries or regions (Crafts, & Venables, 2003). The effects of geography can be mentioned long before the industrial revolution, even in ancient times. For example, İzmir easily won the intercity competition for trade due to its geographical situation (Ramsay, 1960).

It can also be evaluated in terms of political geography and history. There has been an important relationship between physical and political geography since the first periods of history. The change of political activities depending on the place is examined. Political geographers had an influence on the acceleration of colonialism movements before the First World War. Again, the fact that German statesmen were under the influence of political geographers during II. It is among the causes of World War II (Akengin, 2010).

Different societies have different geographical locations and use different forms of power. Historical geography refers to the place and history to which the society is connected and the meaning they contain (Sack, 1986). The field is an important power and is the living space of countries. Power relations operate on space to a significant extent. The space may not have a certain aspect or the result it wants to reach. However, how the space will be transformed gains a meaning with power relations, compromises and conflicts. Space is seen as dynamic and relational. Agreements or conflicts can affect much wider geographies depending on power relations (Billi, 2020). Migration is an important concept both geographically and historically. Migration can affect production. With migration, a labor shortage may arise and agricultural areas may be left out of production in this way. The fact that young people migrate more and that agricultural lands are sold or leased after migration has serious consequences in production. This situation is encountered more frequently, especially in places with rough terrain (Yakar and Yazıcı, 2009).

Cultural tourism within the scope of cultural heritage includes the synthesis of culture, history and geography. Heritage tourism is also used instead of cultural tourism. Natural and cultural heritage are assets related to science, culture, religion and fine arts, both in prehistory and historical periods. Cultural tourism is also defined as the place where history and geography meet (Emekli, 2006). It is understood that historical geography has a very wide scope within the scope of the titles mentioned so far. Migration, the formation of cities, the establishment process of states, cultural developments, tourism, wars, economy and politics are seen as certain sub-titles related to historical geography. Very important examples of almost each of these titles are available in social studies textbooks. Social studies course is given including 4th,5th,6th and 7th grades. Geography and history subjects constitute an important part of the curriculum in social studies education. At the same time, history and geography are in the foreground in the scope of social studies in the exams and their rates are close to each other. It is expected that the evaluation of geography and history as a whole in social studies education will contribute positively to learning.

Social studies provide students with qualifications such as paying attention to the events and phenomena around them, especially within the scope of observation skills (Bilgili, 2015) Today, social studies textbooks aim to combine information from different fields in one learning area. Therefore, today's social studies approach is based on interdisciplinary design. In this respect, a comprehensive design was created by combining both the name and the application-related issues (Tomal et al.2019). In order to raise good and responsible citizens, they gain knowledge and skills related to social life based on the information created by the sub-disciplines of Social Sciences. In addition, it is aimed to make inferences based on the information they have obtained and to make what has been learned permanent (Şeker, 2021). Historical geography has also been used for a period of time in examining the development of geography as a discipline. Historical geography could be handled more limitedly at first. But it is not only about old maps, but also about the works of travelers and ancient sailors. In addition, it is known that the person who studies historical geography is a geographer rather than a historian. It can also be stated that historical geography is neglected even though Anatolia has been inhabited for 6-7 thousand years (Eskikurt, 2005).

## RELEATED STUDIES

There are books, dissertations and articles written on historical geography. Among them, the study titled "Historical Geography of the City of Bolu in the Nineteenth Century", which was prepared as a doctoral thesis, can be mentioned. Here, the origin of the name of the city and the history and climate structure of the city of Bolu are given. First of all, the historical and geographical structure of the city was examined separately. Afterwards, by making a synthesis, the geographical conditions affecting the establishment of the city were emphasized. On the other hand, Arslan's article titled "The Elements of Historical Geography in the 6th Grade Social Studies Textbook" is encountered as a direct study or an article. In this article, only the sixth graders were discussed as a textbook. Again, there has been a special examination of the unit "Turks on the Silk Road" of the same book (Arslan, 2014). In addition, Doğanay et al. (2012), in his work named General Human and Economic Geography, shows Historical Geography as one of the Science fields of Human Geography (Doğanay, H.,

Özdemir, Ü.,Şahin, F., 2012). Examples of these studies can be multiplied. However, although there are a certain number of works related to historical geography and its content, there is no study that directly addresses the subject of social studies education and historical geography in detail.

### **Research Questions**

What level of historical geography contents are included in the Social Studies Teaching Program (2018) and Social Studies Textbooks. At the same time, has the definition or scope of the field of historical geography been emphasized? In addition to this basic problem sentence, the sub-problems are as follows:

First of all, the most important feature of Social Sciences is that it has many reasons. Therefore, while describing historical events and talking about the developments in the past, can the geographical aspect of the causes be considered?

Are the contents or data that can be related to Historical Geography given by specifying the field of Historical Geography? Or is it mentioned independently within the units without mentioning the historical geography?

Is the content that can be related to Historical Geography limited to certain learning areas?

Do examples or data on historical geography increase periodically from fourth grade to seventh grade?

Are the reflections of the interdisciplinary approach in the acquisitions and skills in the Social Studies Curriculum (2018) available in the historical geography example?

Have the Social Studies textbooks been able to deal with history and geography in a synthesis with a holistic approach?

Can various contents in Social Studies textbooks be related to historical geography?

While there are many developments in history, what is the level of awareness that these can actually be considered within the scope of historical geography?

### **PURPOSE OF THE STUDY**

The research planned to study historical geography approaches/practices in national curriculum documents and teachers' enactment of curriculum for developing students' historical geography of social study. Specifically, this study explored the current status of theoretical direction stated in curriculum documents, subject matter knowledge and curriculum in action in school contexts. While the subject of historical geography is being handled within the scope of curriculum/educational models, and textbooks and educational practices are analyzed in the case of Turkey, it is also aimed to review the international approach on this subject.

## **2.METHODOLOGY**

### **2.1.Research Design**

Employing interpretivist approach, a case study research design was used to explore historical geography practices in curriculum, subject matter and teachers' pedagogical actions in teaching Turkey social studies curriculum. Qualitative research method was used in this study. Design of, First of all, data were collected through document analysis. Social Studies Curriculum (2018) and social studies textbooks were examined. At the same time, the documents in the literature related to the subject were examined.

### **2.2.Data Collection Tools**

One primary school and three secondary school textbooks were selected for this study. It is employed maximum variation 'purposive' sampling strategy. One of the two important sources from which we collect data is the social studies teaching program and the other is social studies textbooks. Ministry of National Education Social Studies Textbook 4th Grade (2018). Tuna Press; Ministry of National Education Social Studies Textbook 5th Grade. (2020). MEB Press; Ministry of National Education Social Studies Textbook 6th Grade. (2019). Anadol Press; Ministry of National Education Social Studies Textbook 7th Grade. (2020). MEB Press and Social Studies Curriculum(2018).

A rubric form was prepared in order to determine the proportions of subjects related to historical geography according to grade levels. In this study, holistic or holistic rubrics were used. In the holistic rubric, the assessment is one-dimensional and product-oriented and is superficial (Mertler, 2001).

In the collection of data, first of all, the acquisition, values and skills that may be related to historical geography in the program were tried to be determined. Thus, the reflections of historical geography on the program were evaluated. On the other hand, the level of finding a place within the scope of historical geography of the interdisciplinary approach of the program in the textbooks was collected by examining the 4,5,6 and 7th grade social studies textbooks unit by unit.

### **2.3.Data Analysis**

Data analysis includes tasks such as gaining a general perspective by reading the written texts many times, identifying important expressions and sentences about the research topic, and evaluating the findings (Creswell, 2013). The major data collection tools used in this study included document analysis, classroom observation and

interviews (Flick, 2018). I interviewed two teachers. In this study, descriptive analysis method, one of the qualitative data analysis methods, was applied in the analysis of the data. Descriptive analysis is the summarization and interpretation of the data obtained (Yıldırım and Şimşek, 2016). Document analysis is among the common data collection techniques for qualitative research (Byrina, 2001). In this method, which is also defined as document analysis in the data collection process, the content of written documents or documents is analyzed meticulously and systematically. After the document analysis, content analysis will help in the evaluation and classification of the data (Kıral, 2020).

Social Studies course starts from the fourth grade in primary education and continues in the seventh grade. Social Studies textbooks are those that are currently being read. Five and seventh grade textbooks were published by the Ministry of National Education. The pdfs of these textbooks were obtained from the official website of the Ministry of National Education. There were changes in the social studies education program in 2005 and 2018. Only in this study, examination and evaluation were made on the 2018 program. Curriculum review has been discussed separately within the scope of learning areas, acquisitions, skills, values and goals.

### 3.RESULTS and DISCUSSIONS

First of all, teachers' views on historical geography can be included. The social studies teacher was interviewed and this interviewer is also a doctoral student.

1) Is the concept of historical geography used in social studies education?

Although historical geography is not included in the current Social Studies Curriculum as a concept, it is included in the learning areas and acquisitions of the curriculum in essence or philosophy of the concept. In fact, it is possible to see the logic of historical geography in the curricula prepared for social studies teaching after the Republic, both in geography education and in Malumat-1 Vataniye education. Because in these programs, the aim of geography education is emphasized. It is emphasized that while learning geography, a student should not only learn the features of the place but also comprehend the historical dimension of the place. Attention is drawn to the concept of homeland.

2) Is historical geography included in educational practices (learning processes, activities related to lessons, etc.)?

Yes it is included. For example, in the "Culture and Heritage" learning area of the Social Studies Curriculum, "It makes inferences about the geographical, political, economic and cultural characteristics of the first Turkish states established in Central Asia." acquisition is directly related to historical geography. Regarding this achievement, in the 6th Grade Social Studies Textbook, a map showing Central Asia was given on the subject of "Central Asia, the homeland of the Turks", and below the map, show the landforms surrounding Central Asia on the map? question is included.

3) Are there content related to historical geography in social studies teaching? If so, why is the term historical geography not used?

In social studies education, the contents of historical geography are included in both the curriculum and the contents of the textbooks. However, the number of acquisitions on historical geography in the curriculum is quite limited. It can be said that the content and activities related to historical geography in the textbooks are weak. The reason why the expression of historical geography is not directly included in both the curriculum and the contents of secondary school textbooks; It may be that children of this age have difficulty in understanding the concept or may fall into misconceptions.

4) Historical geography; When the Social Studies Curriculum learning areas are examined, which learning area is expected to pass more?

It is expected to take place in the learning area "Culture and Heritage". Because, this learning area serves to comprehend the historical geography by handling the historical events and phenomena as well as dealing with historical issues.

5) Does emphasizing the relationship between history and geography in some content contribute to social studies education?

It will probably contribute. The geography in which this event manifested is as important as the events and phenomena that took place in history. Therefore, geography and history complement each other in this context.

6) Does revealing the interdisciplinary relationship at the secondary school level help in perceiving and understanding current issues?

Yes, it helps. Especially the social studies course is a wide-ranging field of study that includes different disciplines. The use of an interdisciplinary approach will serve the purpose in a positive way, especially in understanding the learning areas in social studies course.

In addition to this information, another social studies teacher states that the subjects included in the content of history and geography are included within the scope of separate units. In addition, it was stated that the historical geography approach could only be more useful in the seventh grade, since there may be deficiencies in some basic competences in the fifth and sixth grades of secondary school. In addition, it has been stated that historical geography will contribute as a new approach.

### 3.1. Social Studies Education Program and Historical Geography

There are common points in the program of both social studies and other courses. These include the framework of core competencies, basic approaches to measurement and evaluation, and core values. Among the assessment and evaluation approaches, an item on the subject draws attention. This item states that “multifocal assessment and evaluation is essential”. This article actually reveals the importance of the interdisciplinary relationship in the evaluation process (Social Studies Education Program[SBEP], 2018). Therefore, while evaluating in social studies education, questions can be asked by synthesizing both history and geography. At the same time, within the scope of individual development and teaching programs, the multi-dimensional development of human beings was emphasized. It envisages a harmonic approach by considering all the components. It is mentioned that different developmental characteristics of human beings are in interaction (SBEP, 2018). This principle also points to the multidimensional aspect of the individual's development. Historical knowledge and skills and the competencies to be gained through geography education will combine to reach an effective level. This idea can be seen more clearly in the aims of social studies education.

It is understood that the aims of the social studies education program (2018) are associated with social science fields. From this point of view, the parts related to the fields of history and geography in the program are given consecutively (SBEP, 2018). Fourth item of the program "to understand the basic elements and processes that make up Turkish culture and history, and to accept the need to protect and develop the cultural heritage that provides the formation of national consciousness". The fifth item is “to explain the interaction between people and the environment by recognizing the general geographical features of the world and the environment they live in, and to develop their spatial perception skills”. Sixth item of the program is “Aware of the limitations of the natural environment and resources, trying to protect natural resources with environmental awareness and having a sustainable environmental understanding”. These items can be synthesized together as "Young people who know Turkish history and culture should protect the cultural heritage, get to know both the environment and the world they live in, take care of their country's resources and be sensitive to the environment".

It is seen that the skills related to the fields of history and geography are arranged separately in the basic skills section of the Social Studies Education program. Environmental Literacy, Map Literacy, Location Analysis, Perception of Space, Drawing and interpretation of tables, graphs and diagrams, and Perception of Time and Chronology skills can be examined in this context (SBEP, 2018). Among these, map literacy can be counted as a common skill for both history and geography fields. It can be said that drawing tables and graphs is a skill required for both fields. At the beginning of the issues to be considered while applying the social studies education program (2018), the interdisciplinary approach is mentioned. “The subjects should not be treated separately as history, geography, human rights and citizenship, but with an interdisciplinary approach. Social sciences and human rights, citizenship and democracy issues are addressed in an integrated way” (SBEP, 2018). Evaluation can also be made in terms of learning areas and gains.

There are seven "learning areas" in the Social Studies Program. Among these, the learning areas Culture and Heritage and People, Places and Environments are related to the disciplines of history and geography. However, these two learning areas can be synthesized. It can be considered within the scope of Historical Geography. Because culture and heritage are among the subjects of both history and geography. The lifestyles of people living in a certain geography can be included in the field of human geography. But the culture of these people from history to the present is within the scope of history. Therefore, it is difficult to express these learning areas separately for history and geography. With the Culture and Heritage learning area, it includes subjects such as students' awareness of cultural riches, knowledge of past civilizations and the artifacts they left, protection and appreciation of cultural assets. Cultural heritage has tangible and intangible dimensions. Structures such as monuments, inscriptions, tombs, bridges, fountains and mosques are tangible elements of cultural heritage. Intangible cultural heritage, on the other hand, is literary products such as epics, poems or lullabies that are passed down from generation to generation. In addition, manual skills, technical skills, rituals, stories, holidays, ceremonies and beliefs are also included in this group (Avcı and Taşer, 2020).

Finally, an examination can be made in terms of the gains in the program. The dimensions of the acquisitions related to history and geography are not limited to only two learning areas. Because there are acquisitions related to history and geography in the unit that corresponds to almost every learning field. It is difficult to list all of them here. However, some of them are included as examples. Here, the achievements in the field of learning in a certain class, those that are related to historical geography are mentioned.



**Table 1: Examples of Gains By Classes in Program About Historical Geography**

Grade	Learning Space	Gains
4th	Culture and Heritage	Gives examples by researching the elements reflecting the national culture in and around his family. A trip to a historical place such as a museum, mosque, tomb, bridge, madrasah, caravanserai in the immediate vicinity or oral history or local history studies are carried out.
4th	Global Connections	Compares the cultural elements of different countries with the cultural elements of our country. Visual and written communication tools and cultural elements such as clothing, food, games, family relations are emphasized.
5th	Culture and Heritage	He realizes the important contributions of Anatolian and Mesopotamian civilizations to the history of humanity, based on their concrete remains. It introduces the natural assets and historical places, objects and artifacts around.
6th	Culture and Heritage	He makes inferences about the geographical, political, economic and cultural characteristics of the first Turkish states established in Central Asia. Epic, inscription and other sources are used.
7th	People, Places and Environments	Makes inferences about the factors affecting the settlement from the past to the present through case studies.
7th	Production, Distribution and Consumption	Explain the importance of soil in production and management with examples from the past and present.

As can be seen from the table, the achievements related to culture and heritage learning in the 4th, 5th and 6th grades seem to be related to historical geography. In the 7th grade, there are subjects related to historical geography in the learning areas of people, places and environments, and production, distribution and consumption.

**Table 2: Total Number of Values, Skills and Gains of Social Studies Program (2018) Those Connected With Historical Geography**

Total Values	Total Skills	Total Gains	Values About Historical Geography	Skills About Historical Geography
18	27	131	-	6

As can be seen from the table, there is no item to establish a connection between values and historical geography. There are six items in the skills section and six items in the acquisitions. In skills, the ratio was determined as 2.2. This figure is high compared to the rubric scale prepared below.

### 3.2. Social Studies Textbooks and Historical Geography

Textbook, teacher and curriculum are the basic and indispensable elements of education. Textbooks contribute to education with all their elements such as information, figures, graphics, tables, pictures, photographs and questions, reminders and activities. Here, all units from fourth to seventh grade in social studies education were included in the scope of the study, not a specific learning area or unit title.

**Table 3. Topics in the Content of Historical Geography in Social Studies Textbooks**

Grade	Subject
4th	Our National Cultural Items
4th	Where I live
4th	Natural disasters
4th	My Country My Culture and History
5th	My Beautiful Country
5th	The Contribution of the Place I Live to the Economy
6th	Culture and Social Cohesion
6th	The First Turkish States Established in Central Asia
6th	Tribes Migration
6th	Ergenekon Epic
7th	The Power of Communication
7th	From Principality to World State
7th	Geographical Discoveries, the Industrial Revolution, and the French Revolution

7th	Where to settle
7th	Science, Technology and Society
7th	Production, Distribution and Consumption

As can be seen in the table, there are examples of historical geography within very different subjects in each class. The details of these examples are discussed separately below.

Social Studies 4th grade textbook; In the unit of Culture and Heritage, the topic titled Our National Cultural Items draws attention. Here, in the section related to the Ethnography Museum, lighting tools, containers reflecting the cuisine and coffee culture, women's and men's clothes are included. These works exhibited in the museum reflect the cultural heritage. In addition, it is stated that according to the historical flow of the works, they are listed as Ottoman Period, War of Independence, First Years of the Republic and Today (Social Studies Textbook [SSTB], 4th grade: 40). Here, it is seen that cultural artifacts are classified by considering their historical aspects and this situation actually becomes suitable for the definition of historical geography.

Again in the same class, the poem Oltu Destanı is included in the subject of Where I Live. Here, Oltu's charcoal, stream and private gardens are included, and it is also mentioned that it is a city from the Seljuk Turks (SSTB, 4th class: 80).

In the 4th class Natural Disasters topic, earthquake is mentioned as the subject area of geography. Here, the earthquake that took place in Van in 2011 was mentioned and the information that there was loss of life and property was given (SSTB, 4th class: 85). In the section on production, the 200 km coastline of our country, including Zonguldak, the hard coal basin, is mentioned. It is shared that coal has been mined in this region for 150 years (SSTB, 4th class: 127).

The Social Studies Education fifth grade textbook used today was published by the Ministry of National Education. In this book, in the unit of My Country, My Culture and History, "Anatolia with its climate and landforms was suitable for economic activities such as agriculture and animal husbandry. Since it is located between the Asian and European continents, it received a lot of immigration. With these features, Çatalhöyük (Konya), one of the oldest cities in the world, and Göbeklitepe (Şanlıurfa), one of the oldest temples in the world, are located in Anatolia. Accordingly, the geographical features of Anatolia are effective in the establishment of great civilizations here and in the intensive migrations here (SSTB, 5th class: 40).

In the fifth grade Social Studies textbook, in the mention of my beautiful country about my country, culture and history, "Our country has a wide variety of natural beauties. Besides our natural beauties, we have a very rich heritage in terms of historical artifacts. Because there are works belonging to many states such as Ottoman, Seljuk and Roman in our country. When we look around, we definitely encounter a natural beauty and historical place or artifacts. As an example on this subject, Cumalıkızık, a historical village of Bursa, is given. Here, "Cumalıkızık has a history of 700 years. It was able to preserve its historical monuments and natural beauties thanks to the sensitivity of its people. They restored the historical houses, mosque, fountain and bath in accordance with their original form. They have also taken under protection the hundreds of years old plane trees from the natural assets in the village" (SSTB, 5th class: 45-46). These expressions show the effect of history and geography on tourism.

In the Social Studies 6th grade textbook, the definition of culture on culture and social cohesion is made and the elements that make up the culture are mentioned. There is no evaluation made here as tangible and intangible cultural heritage. One of these elements is history (SSTB: 14-15).

In the first Turkish States Established in Central Asia in the 6th grade textbook of Social Studies course, Central Asia is a region dominated by continental climate and surrounded by mountains. This region consists of wide plains and high plateaus. The harsh continental climate characteristics and the predominance of steppe areas in this region were effective on the life and economic activities of the Turks. The difficulty of the geographical conditions caused the Turks to adopt a nomadic lifestyle. It was a necessity for Turks to have a combative nature due to their nomadic lifestyle (SSTB: 40-41). On the subject of Migration of Tribes, Europe was left in a long confusion as a result of Migration of Tribes. As a result of the fusion of tribes in Europe, new nations emerged. Thus, the foundations of today's Europe were laid. Antiquity is over. Medieval has begun" (SSTB, 43). Although migration is a subject within the field of geography, the results of this migration have had great historical consequences.

The effects of historical geography are also seen in the preference of Anatolia as a settlement throughout history. These are listed as follows. "Because of its fertile soil, it is suitable for agriculture and animal husbandry, climatic conditions are suitable for life, water and mineral resources are abundant, it is on trade and migration routes (SSTB: 58). These expressions appear as a multidimensional example on the impact of geography on historical developments. Social Studies 7th grade textbook is also a publication of the Ministry of National Education. An example of historical geography is given on the subject of the Power of Communication as follows: "The Anatolian people express their lives from past to present with the rich expression power in their visual expression. In this respect, carpets and rugs are not just a floor mat. At the same time, it is a symbol that shows the emotions and cultural life of the person who weaves it. Let us give a few examples from Ottoman

society. If there is yellow flower on the window of a house, “There is a patient in my house. O passers-by, do not shout and disturb them.” (SSTB: 22). These expressions show a historical aspect of cultural geography. Another example:

“The majority of principalities in Anatolia were neighbors to each other. Therefore, they had to fight each other in order to expand their lands. The Ottoman State, on the other hand, made most of its struggle with its neighbor, the Byzantine State, with the advantage of its location. This struggle, which is described as jihad, increased the sympathy for the Ottoman State among other principalities. This situation caused the nomadic Turks who came from the east to prefer the Ottoman lands” (SSTB, 7th grade: 43). Other example of textbook about historic geography:

The effects of geographical discoveries on history are widely covered in the textbook. “The merchants who became rich as a result of geographical discoveries formed a new social class called the bourgeois. This merchant class supported artists and scientists. As a result, studies in the field of science and art in Europe accelerated. Before the geographical discoveries, the Ottoman State was an important power center. The Ottoman State, which was the leader and center of the trade on the Silk and Spice roads, was gaining significant income from the trade routes. These revenues consisted of both trade and customs revenues. After the geographical discoveries, the Mediterranean ports lost their importance with the change of trade routes and the Ottoman State suffered a great loss of income” (SSTB, 7th class: 67). Another example in 7<sup>th</sup> grade textbook:

“The Industrial Revolution also changed the social structure of Europe. Factories established in cities created new business areas. Villagers who wanted to live in better conditions began to migrate to the cities. Thus, while the population in the villages decreased, the population increased in the cities. The workers, numbering in the hundreds of thousands, formed the working class. Employers who wanted to reduce the cost of the product started to employ children and women workers in the factories. Unions emerged to defend workers' rights” (SSTB, 7th class: 71). This event shows that geographical consequences of a historical development. Another example is the French Revolution. This revolution is the result of the effort of the urban class to gain influence. In other words, the results of urbanization, which is the subject of the geography field, are the main reason for the French Revolution. When the social studies textbook is examined, it is seen that this emphasis does not exist. Commerce developed with urbanization. Trade led to an increase in the wealthy urban population. This situation was based on the rivalry between the bourgeois and the aristocrat in the political field. With

the development of cities and the formation of new markets, trade became more widespread. This situation has also caused a change in the population of the cities. The bourgeois class both made profit from trade and operated on issues such as freedom (Başaran, 2017:221).

In the unit of "Where shall we settle" in the textbook, the importance of water and food in the emergence of civilizations is pointed out. In this way, the effect of geographical factors on the establishment of civilizations in history is emphasized. “People who have lived a nomadic life for a very long time have settled down by finding places where they can meet their food and water needs and feel safe. Therefore, they preferred sheltered places suitable for hunting. Çatalhöyük is a large town with a history of 9,500 years and home to approximately 8,000 people. It is a center that sheds light on the history of humanity with the first settlement, the first house architecture and the original finds of the first sacred structures (SSTB,7<sup>th</sup> grade,98).

In the Production, Distribution and Consumption unit of the textbook, there are similarities between the land management applied by the Hittite State in Anatolia and the land system applied by the Arabs, Byzantines, Seljuks and Ottoman States later on. Throughout history, states that have an agriculturally dominant economic structure have applied similar systems” (SSTB, 7th class: 160). Here, it is seen that geographical conditions can be effective even on the administrative systems of the great states established in history. We can analyses that grades and historical geography with table. Firstly, total number of subjects of social studies textbooks are determined. Then, the numbers of subjects related to historical geography were determined. The ratios of these two were determined and given in the table, a rubric scale was prepared according to these ratios.

**Table 4:Textbooks’ subjects related to historical geography according to grades**

Ratio		Rubric point
0-0,3	Subjects related to historical geography are few in the textbook.	1
0,4-0-7	Subjects related to historical geography in the textbook are limited.	2
0,7-0,11	Subjects related to historical geography in the course book are at intermediate level.	3
0.12-2	There are many topics related to historical geography in the textbook.	4

The table regarding the evaluation made within the scope of the total number of subjects included in the units in the textbook and the ratio of subjects related to historical geography is presented below.

**Table 5:Rubric about textbooks’ total subject and historical geography ratio**

Textbooks Grade	Ratio about subjects and historical geography	Rubric
4 <sup>th</sup>	0,11	3
5 <sup>th</sup>	0,06	2
6 <sup>th</sup>	0,11	3
7 <sup>th</sup>	0,19	4

As can be seen from the table, subjects related to historical geography are mostly in the seventh grade. however, it is seen that there is no regular increase from the 4th grade to the 7th grade. On the contrary, it is less common in the 5th grade.

Historical geography education may be a new orientation and it is quite new to understand this subject together with education. For example Marsden (1977), say that: “Geography education is in its infancy, while historical geography education has not been born yet. Geographical component has been neglected by historians of education”(Marsden, 1977, 21). Starting from this sentence, the point that needs to be emphasized is that despite the intervening more than forty years, is historical geography education still neglected? is the question.

In the twentieth century, there have not been many studies on historical geography, which came to the fore in America (Merrens, 1965, 530). Some reasons are put forward for the failure of historical geography education in the developing time period. For example, the low number of people working on this issue in China is cited as one of the reasons. Another reason is that the history departments are more than the geography departments (Ding,2021). However, rather than these items, historical geography education is examined from a national perspective rather than an international approach. This situation affects the development in this area. Another reason not giving the necessary place to historical geography in education is that classical education tools may not be sufficient to teach historical geography. Because of necessity these texts tend to separate history education and geography education. These tools for example textbooks, lectures and worksheets. Historical geography: paper maps, interactive media, geographic information systems (GIS), and interactive maps are can be use historical geography education(Taylor and Plewe, 2006, 17). In historical geography education some studies have shown the need for technology in school social studies classes(Baker and White, 2003). Another consideration supports this. Accordingly, textbooks can be like subject summaries. Unable to treated much depth(Tyson and Woodward, 1989). But it is not correct to generalize in this way. There are many subjects related to historical geography in the textbooks we examined. Only the concept of historical geography is not given directly. But teachers can do this.

Another obstacle in historical geography education is associated with students' poor knowledge of history. Innes' article focuses on this issue(Keighren, 2013). This should be taken as relative. Because it is known that some students show a special interest in history. Another situation is about the inadequacy of the maps in the textbooks. Especially in America, social studies textbooks were seen as poor in terms of maps(Gerber, 1992). Although maps are considered sufficient for the topics covered under the headings of history and geography, we have not encountered a map that can highlight historical geography in the textbooks we have examined. On the other hand, the time-space relationship is also evaluated with historical geography. Gamzu talks about this in thesis “I prefer the phrase ‘a historical geography of educational power’ mainly because it sets greater emphasis on the role of place and space as being constitutive of particular institutional forms of schooling and patterns of class formation”(Gamsu, 2017, 16). But the findings we obtained in our study are that historical geography has a wider meaning than the time-space relationship. The content reveals that.

In connection with this, Ogborn mentions in his article that history should be perceived as human consciousness rather than time. He cites from Collingwood that the earth can also be considered in terms of human use and settlement(Ogborn,2000). This view is a more positive approach from our point of view.

## CONCLUSIONS

We know that the subject of historical geography seems a bit complicated. However, historical geography comes to the fore especially in the establishment and settlement processes of cities. With a superficial point of view, what can be seen on historical geography is limited. However, in this study, many examples that can be included in the scope of historical geography have been identified by analyzing the contents of the textbooks well. Maybe the technological infrastructure can help present the historical geography better. However, if we cannot establish the historical-geography relationship by thinking deeply, it may not be very useful. For this, it will be necessary to enable teachers to think multi-dimensionally and to enable them to transfer them to students. We may not expect depth in textbooks. Educators must meet this.

Social studies education is a learning area rich in content. It covers a wide variety of topics. They are current, about life, and about people and society. It takes its subjects from social science disciplines. Among these social science disciplines, there are two areas that are more closely related to the social studies education program. These are history and geography. History and geography are fields that are influenced by each other. In the

study, the place of historical geography in social studies education was evaluated. First of all, the social studies education program was examined. In this context, it has been determined that social studies is a very compatible learning area in terms of historical geography. Because historical geography overlaps with many elements of the program. One of them is the principle of multiple evaluation. Regarding this principle, not only knowledge questions but also analysis and synthesis questions should be asked in measurement and evaluation. Historical geography is suitable for the role of assessment to support learning.

Social studies education has taken into account interdisciplinary interaction. Likewise, historical geography has a quality that can help the development of an interdisciplinary approach. It has been determined that history and geography are included consecutively in the social studies education program. Historical and cultural factors include both history and geography. Tangible and intangible cultural heritage is also included in the learning areas of social studies. This is related to historical geography.

In this study, all the content in the special aims, values, skills, acquisitions and learning areas, which are the elements of the program, were scanned. The ones related to historical geography of these contents have been determined. Although the concept of historical geography is not directly involved, it can be said that there are many examples of content. First of all, a discussion can be made on the questions expressed in the problem situation in this study. One of them is related to the importance given to historical geography. The following can be mentioned in this regard. Baker, "Geography and history: bridging the divide", Bayartan, His study named "City and Ottoman City in terms of historical geography studies", Eskikurt, "A general assessment of the methodology of historical geography studies"; Gümüşçü, "Historical geography and cultural heritage", Gümüşçü, "Studies such as historical geography literature in Turkey are directly related to historical geography". There are few more examples that can be given in this context, and therefore we cannot say that there are enough studies on historical geography. Historical geography is seen as a new field. The effects of history on geography and geography on history begins with the history of humanity. For this reason, more emphasis should be placed on historical geography and a large number of works should be produced. Because social sciences are a multidimensional field of science, a multidimensional approach to issues is required. Although many disciplines of social sciences have recently completed their scientific development, it can be said that there are more works written and scientific studies in these fields.

The second point expressed in the case of the problem; is the place of historical geography in curriculum and textbooks. It is seen that historical geography does not find a place directly in social studies textbooks as a discipline or field of science. However, with a detailed examination, a large number of contents that can be exemplified in the field of historical geography are encountered. It can be said that historical geography is very limited in the section that includes civilizations established in Anatolia in the fifth grade textbook. For example, it is said that the Ionians developed in trade because they lived by the sea. However, the historical effects of this trade, economic activities and their historical results have not been focused on very effectively. It has been understood that examples of historical geography in social studies textbooks are not only within the scope of certain units. It can be thought that historical geography comes to the fore more in the subjects of Culture and Heritage and People, Places and Environments. However, when the textbooks of four classes were examined, it was seen that the issues related to historical geography were in many units.

One of the issues expressed in the case of the problem is whether the contents within the scope of historical geography are arranged according to the learning areas in the textbooks. When looked at, there are seven learning areas in the program and there are examples that can set an example for historical geography on subjects within different learning areas. It can be said that the contents of historical geography are not directly proportional to the increase in class level. However, more examples are encountered in the seventh grade content. In the continuation of the examples that can be expressed within the scope of historical geography in classroom units, it has been observed that there is no synthesis between the disciplines of history and geography.

Geography has great effects on the establishment of great civilizations, the change in the course of history, the opening and closing of ages, the causes and consequences of wars, and migrations. Likewise, the developments shaped by history, migration, urbanization, the execution of economic activities, the determination of the building materials of buildings, madrasas or mosques, and the increase in population have affected many exemplary geographical areas. However, all these are expressed without an emphasis on historical geography. Studies that include history and geography together or that touch on the subject of historical geography have begun to be prepared in the form of thesis, article or book since the beginning of the 20th century. Apart from this, there is a need to raise awareness about its place in social studies education. The findings obtained in this study meet the issues expressed in the research questions. Historical geography is not mentioned in the acquisition, values and skills sections of the program.

It is possible to discuss important turning points in history and even the developments that caused the opening and closing of the ages within the scope of historical geography. Tribes Migration, Geographical Discoveries, French Revolution are among these events. However, it is thought that these are not viewed from the perspective of historical geography. The fact that it is "multi-cause", which is among the characteristics of social sciences,

will actually necessitate a multidimensional evaluation of the issues. Because, there can be various reasons for a historical event, especially the apparent and real reasons. Historical geography is also important in this respect. The need for social studies teachers or experts to associate the contents included in the findings in this study with historical geography is another issue that needs to be mentioned.

There are many concepts within the scope of social studies education. An important part of these concepts belong to the fields of history and geography. The definition of historical geography should also be included. Students should be aware of the concept of historical geography. If the necessary importance is given to historical geography, students will be able to look from a wider perspective in social studies education. Historical or geographical developments have many causes. In the interpretation of a historical event, the student should also consider the effects of geography. The concept of historical geography, as a field of science, is not yet included in the social studies education curriculum. It is important to ensure this. Even if it is not included in the textbooks or the curriculum, teachers can be sensitive to this issue. It can be said that learning areas that can be associated with historical geography in social studies education are not very limited. Most of the seven learning areas have sections on historical geography. It is understood that Historical Geography is not directly included in the Social Studies Curriculum (2018) and textbooks. For this reason, the definition and scope of the historical geography science field should be mentioned.

It would be appropriate to mention the contents that can be associated with historical geography in the program or textbooks by emphasizing historical geography. It has been seen that the subjects related to historical geography in the textbooks are not limited to certain learning areas. However, while social science disciplines are included, interdisciplinary examples should be presented, especially historical geography. Students will be able to gain different perspectives such as historical geography synthesis skills and multidimensional thinking skills. For this reason, skills such as making synthesis and multidimensional thinking should be added to the skills section of the program, and reflections on these should be addressed in the textbooks. After the explanations that can be related to historical geography in the textbooks, students may be asked to give examples in this context. High-level questions, such as synthesis, can be included in the end-of-unit evaluation questions.

Considering the relationship between history and geography in a more concrete context, as two fields of science that social studies benefit greatly, while preparing the curriculum or textbooks, will be able to provide students with a higher level of learning by exceeding the level of knowledge. It may be beneficial to present the contents of historical geography in the textbooks under various sub-titles such as the establishment of cities, economic activities, wars, revolutions, architectural and cultural developments. The concept of historical geography can be evaluated more in the curriculum and textbooks as a science field of human geography. It can be ensured that historical geography, which has a very wide quality in terms of content, acquires a special place such as physical geography and human geography. Students should be provided with a better understanding of the relationship between sciences by raising awareness. In the field of production, distribution and consumption learning related to economic activities; Historical geography should be emphasized while giving examples in the field of culture and heritage learning. Thus, students should be able to comprehend how strong the effects of both fields of science are on each other.

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