

**DIATHEMATIKON PROGRAMMA**  
**CROSS-THEMATIC CURRICULUM FRAMEWORK**  
**FOR GEOLOGY-GEOGRAPHY**

**1. Teaching/learning aim**

Modern Geography is based on the knowledge of the natural environment in order to interpret the global distribution of population and human activities. In this context geographical education addresses the following significant questions:

*What/where?* ‘What are the phenomena, the processes, the issues under study?’ and ‘How are they distributed in space?’

*How and why?* ‘How can this distribution be explained?’ ‘What are the reasons for the location and growth of individual settlements?’

*What are the effects?* ‘What are the effects of changes in the population sizes of region and countries on people and the environment?’

In order to answer these questions the following topics should be studied:

*Localities:* There are physical and human processes that can lead to similarities and differences between places. Places are linked through movements of goods and people. The knowledge of the above facilitates interpretation of the spatial distribution of the phenomena and processes and the understanding of local, national and international interactions.

*Physical and human features of places:* There are disparities in the natural and human features of places, the knowledge of which can facilitate understanding of the relations between people and places.

*The interrelationships between people and the environment:* Understanding interrelationships between people and the environment is the basis for the responsible management and conservation of the environment.

*Interdependencies between countries:* There are disparities in the global distribution of natural resources, leading to interdependence relationships between countries. Understanding this kind of interdependence relationships is the first step towards realizing the need for cooperation at a local, national and international level in order to suggest solutions to existing problems.

*Regions:* A region is an area defined according to selected criteria. Regions undergo dynamic changes due to a number of reasons.

Considering all the above, Geology-Geography aims to give pupils opportunities to develop knowledge and understanding of the physical and human features of their surroundings and of the ways that these features are interrelated and interdependent. Pupils should also develop a positive attitude towards and adopt universal values and an understanding and appreciation of the people of their country, as well as of other peoples of the planet.

## 2. Content Guiding Principles, General Goals, Indicative Fundamental Cross-thematic Concepts

### I. Primary school

Grade	Content Guiding Principles	General Goals (Knowledge, skills, attitudes and values)	Indicative Fundamental Cross-thematic Concepts
1 <sup>st</sup>	Location–Geographical positioning Cardinal points	<b>Pupils should:</b> understanding the movement of the sun and relate its position in the sky to the succession of night and day and to space.	<b>Time–Space</b>
	Using means of recording and representing geographical features  Making relief maps of places they study	make maps of places, using simple materials.	<b>Time-Space Symbol/ Representation</b>
	Natural environment Exploring places, studying morphological features, using geographical terms (mountain, sea, lake, river, etc.)	recognize geographical features of their natural environment;  recognize, record and describe seasonal changes in	<b>Time-Space Change Unit System Interaction</b>

	Studying everyday and seasonal weather changes in the learners' locality	their locality.	
	Human-made environment Recognizing the human-made features of their locality (houses, factories, shops)  Taking care of the local environment	recognize human-made features in their locality;  develop a positive attitude towards the protection of the local environment.	<b>Interdependence System Space-Time</b>
2 <sup>nd</sup>	Location-Geographical positioning  Identifying position, using the four points of the compass	identify their position, using the points of the compass;  identify the relative position of a place based in relation to specific features.	<b>Space-Time Change</b>
	Using means of recording and representing geographical features  Making relief maps and plans of their locality, using symbols and pictures	make maps of places they study, using simple materials.	<b>Place-Time Symbolism</b>
	Natural environment Identifying and describing localities in relation to their physical features (plain, mountainous, coastal)  Weather-Recording weather changes	become familiar with the use of geographical terms;  record short-term weather changes and compare weather conditions in their locality with those in other localities;	<b>Place-Time Change Unit-System Interaction</b>

	<p>Water cycle. Water as vapor, liquid and ice</p> <p>Weather in other places.</p>	<p>recognize water cycle in nature.</p>	
	<p>Human-made environment</p> <p>Relationship between human activities and the environment</p> <p>Developmental works in the pupils' locality</p> <p>Means of transport in the pupils' locality</p> <p>Relating seasonal changes to human activities</p> <p>Taking care of the local environment</p>	<p>identify the need for certain developmental works;</p> <p>relate changes occurring in the environment to human activity;</p> <p>develop environmental awareness</p>	<p><b>Interdependence</b></p> <p><b>System</b></p> <p><b>Place-Time</b></p> <p><b>Change</b></p>
<b>3<sup>rd</sup></b>	<p>Location-Geographical positioning</p> <p>Magnetic compass</p> <p>Identifying position, using a compass</p> <p>Relating position to certain reference points</p>	<p>become familiar with tools that facilitate orientation;</p> <p>identify and describe position relationships between different points in space, using examples.</p>	<p><b>Space-Time</b></p> <p><b>System</b></p>
	<p>Means of recording and representing geographical features</p>	<p>become familiar with the symbolic representation of places and their physical features</p>	<p><b>Space-Time</b></p> <p><b>Symbol</b></p>

	Making maps, using symbols to represent physical features	tures; identify on the map familiar features of their locality	
	Natural environment Pupils' wider locality Geographical vocabulary (mountain, foot of a mountain, slopes, peak, etc.)	become familiar with the use of geographical terms.	<b>Place-Time Change Interdependence</b>
	Human-made environment Relationships between people and the environment  Organization and function of settlements  Human activities and the environment (goods production) ] relating localities to human activities  Transportation networks  Environmental awareness	distinguish between physical and human features of localities;  identify the need for certain works in their locality with emphasis on the construction of transportation networks;  recognize and describe relationships of interaction and interdependence. Between people and the environment;  develop environmental awareness.	<b>Place-Time Change Interaction</b>
<b>4<sup>th</sup></b>	Location-Geographical positioning Locating places on a map, identifying the position of administrative region and prefecture	locate their geographical region in the map of Greece	<b>Place-Time System</b>
	Means of recording and rep-	identify symbols and keys in	<b>Dimension</b>

	<p>resenting geographical features</p> <p>Beginning to read the map of Greece and identify the symbols</p> <p>Make comparisons between the map and aerial photographs)</p>	<p>maps.</p>	<p><b>Symbolism</b></p>
	<p>The natural environment of the pupils' prefecture and region</p> <p>Flora and fauna in the pupils' region</p> <p>Weather and climate in the pupils' prefecture- region</p>	<p>recognize the physical features in the pupils' prefecture and region.</p>	<p><b>System</b> <b>Place-Time</b> <b>Change</b></p>
	<p>Human-made environment</p> <p>Relating human activity to locality features</p> <p>Settlements, capitals of prefectures in the pupils' region</p> <p>Administration-Local Management Authorities</p> <p>Production sectors and products of the region</p> <p>Human activities and professions in the region</p>	<p>recognize how people affect the environment in their prefecture and region, eg by building motorways, dams, bridges;</p> <p>realize how the features of the localities influence the nature of human activities within them</p>	<p><b>Place-Time</b> <b>Change</b> <b>System</b> <b>Interaction</b> <b>Interdependence</b></p>

	<p>Transportation networks in the prefecture and in the region</p> <p>Environmental problems and management in the prefecture and geographical region</p>		
<b>5<sup>th</sup></b>	<p>Location-Geographical positioning</p> <p>The position of Greece in relation to the other East Mediterranean countries</p> <p>Location of geographical features of inland Greece</p>	<p>Identify interaction relationships between Greece and its surroundings as well as between locations of inland Greece due to their relative position.</p>	<b>Space-Time System</b>
	<p>Means of recording and representing geographical features</p> <p>Maps-Symbols and keys</p> <p>Locating places on the map</p> <p>Map selection and use.</p>	<p>identify symbols and keys in maps;</p>	<b>Space-Time</b>
	<p>Natural environment</p> <p>The natural environment of Greece</p>	<p>recognize features of the Greek natural environment.</p>	<b>Space-Time System</b> <b>Change</b> <b>Interaction</b> <b>Interdependence</b>
	<p>Human-made environment</p> <p>Relating human activity to</p>	<p>recognize how human activities affect the environment in</p>	<b>Space-Time System</b>

	<p>locality features</p> <p>Historic continuity of the Greek people within their locality</p> <p>Population, settlements, administrative divisions, production sectors, human activities, major construction works</p> <p>Greece and the European Union</p> <p>Greeks living in other countries</p> <p>Communication and transportation networks</p> <p>Environmental management problems</p>	<p>Greece, eg by building motorways, dams, bridges;</p> <p>realize how the features of their country (ie Greece) have influenced the lives of the people and their route in history;</p> <p>be informed about and understand the global distribution of the Greek population.</p>	<p><b>Change</b></p> <p><b>Interaction</b></p> <p><b>Interdependence</b></p>
6 <sup>th</sup>	<p>Location-Geographical positioning</p> <p>Using globes and atlases to locate places around the world</p>	<p>recognize interaction and interdependence relationships between places around the world.</p>	<p><b>Space-Time</b></p> <p><b>Interdependence</b></p> <p><b>Interaction</b></p>
	<p>Means of recording and representing geographical fea-</p>	<p>become familiar with the use of maps in decision-making</p>	<p><b>System</b></p> <p><b>Space-Time</b></p>



	<p>tures</p> <p>Types of maps, studying a map and drawing conclusions</p>	<p>exercises.</p>	
	<p>Natural environment</p> <p>The position of the Earth in the universe</p> <p>How the Earth moves (revolution, day-night, rotation, seasons)</p> <p>The shape of the Earth. Thermal zones</p> <p>The physical features of the continents with special emphasis on Europe</p> <p>The flora and fauna of the continents with emphasis on Europe</p> <p>Types of climates</p>	<p>recognize the Earth as part of the universe;</p> <p>relate the movement of the Earth to its physical features.</p>	<p><b>Space-time</b></p> <p><b>System</b></p> <p><b>Interdependence</b></p> <p><b>Interaction</b></p> <p><b>Change</b></p>
	<p>Human-made environment. Relating human activity to locality features</p> <p>Countries, peoples, population, cities, cultural features (language and religion) with emphasis on Europe</p>	<p>recognize how human activities affect the environment globally;</p>	<p><b>Space-Time</b></p> <p><b>System</b></p> <p><b>Interdependence</b></p> <p><b>Interaction</b></p> <p><b>Change</b></p>

	Global transportation networks		
	Environmental management (on continental level)		
	Global environmental problems.		

## II. Junior High school

Grade	Content Guiding Principles	General Goals (Knowledge, skills, attitudes and values)	Indicative Fundamental Cross-thematic Concepts
1 <sup>st</sup>	Location-Geographical positioning Latitude and longitude	<b>Pupils should:</b> realize the significance of latitude and longitude for the location of places around the globe	<b>Space-Time System</b>
	Means of recording and representing geographical features  Locating places on the map  Maps-studying a map and drawing conclusions	relate the points of reference on a map to practical applications in everyday life.	<b>Space-Time</b>
	Natural environment Atmosphere Hydrosphere Lithosphere	identify and describe the essential features of the environment, using geographical vocabulary;	<b>Space-Time System Interaction</b>

	<p>Internal structure of the Earth</p> <p>Tectonic plates and their movement</p> <p>Geological forces and their external manifestations (volcanos, earthquakes)</p> <p>External forces (erosion, deposition)</p> <p>Geological time</p> <p>Biosphere</p>	<p>make correlations between those features and their effects on human life;</p> <p>become familiar with instruments used to measure and record accurately which will enable them to draw conclusions for invisible phenomena (like the geological ones) through their visible effects on the Earth's surface (volcanoes, earthquakes, etc.).</p>	
	<p>Human-made environment</p> <p>Relating human activity to locality features</p> <p>Population (change in time, sex and age composition, geographical distribution).</p> <p>Urban environment</p> <p>Races, religions, languages.</p> <p>Climate, soil, seas, fresh water and humans</p> <p>Natural and human resources.</p>	<p>appreciate nature and recognize the global character of the problems people encounter as a result of natural phenomena and processes that affect their life;</p> <p>recognize cultural differences between groups of people around the world in the way they deal with environmental and other problems and the kinds of solutions they suggest;</p> <p>recognize the dynamic character of natural and human resources and the shift of their importance in space and time.</p>	<p><b>Space-Time</b></p> <p><b>System</b></p> <p><b>Interdependence</b></p> <p><b>Interaction</b></p> <p><b>Change</b></p>

2 <sup>nd</sup>	<p>Location-Geographical positioning</p> <p>The role of relative position of countries-Evaluation in the case of Europe and Greece</p>	<p>realize that every European country is set within a wider context and how it is interdependent with other European countries.</p>	<p><b>Space-Time System</b></p> <p><b>Interdependence</b></p> <p><b>Interaction</b></p>
	<p>Means of recording and representing geographical features</p> <p>Locating places on the map</p> <p>Maps-studying a map and drawing conclusions</p>	<p>Become familiar with the scientific value of maps (acknowledge maps as a means of representing reality, that can facilitate questioning rating, data processing, drawing conclusions).</p>	<p><b>Space-Time Change</b></p>
	<p>Natural environment</p> <p>Geological centuries</p> <p>A brief geological history and tectonic areas of Europe and Greece</p> <p>Volcanoes and seismic activity in Europe and Greece</p> <p>The surface of Europe and Greece</p> <p>The seas and coasts of Europe and Greece</p> <p>The Mediterranean Sea</p> <p>Geographical distribution of climatic types in Europe and Greece</p>	<p>recognize the physical features of the European environment and describe how they influence the life of Europeans, giving specific examples;</p> <p>relate the physical features of every European country to the country's distinctive characteristics (culture, lifestyle, history, etc) and regional variety</p>	<p><b>Space-Time System</b></p> <p><b>Interdependence</b></p> <p><b>Interaction</b></p> <p><b>Change</b></p>

	<p>The rivers and lakes in Europe and Greece</p> <p>Geographical distribution of flora in Europe and Greece.</p>		
	<p>Human-made environment</p> <p>Relating human activity to locality features</p> <p>The political division of Europe</p> <p>The administrative division of Greece</p> <p>The population of Europe and Greece</p> <p>Cities and urban systems of Europe and Greece</p> <p>Languages and religions in Europe</p> <p>Primary, secondary, tertiary production sectors in Europe and Greece.</p> <p>The European Union.</p>	<p>recognize cultural differences between European people in the way they deal with environmental and other problems and the kinds of solutions they suggest;</p> <p>recognize cultural differences between European peoples as reflecting their distinct cultural heritage which has to be preserved;</p> <p>develop values and attitudes which will enable them to become contributing members of the European Community, preserving at the same time their national identity.</p>	<p><b>Space-Time System</b></p> <p><b>Interdependence</b></p> <p><b>Interaction</b></p> <p><b>Change</b></p>

