


GEOGRAPHIES, CHILDHOODS, IMAGINED SPACES AND CHALLENGES: TALKING TO THE AUTHORS...

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ABSTRACT

INTRODUCTION: This work found acceptance in the study of Geography Teaching in the early years of Elementary School I of Basic Education in four authors, who are: geographers, scientists, teachers and researchers in the area of Geography. I consider it relevant to value the authors I chose to discuss with this study, so I researched a little about each one.

Keywords: Geographies of Childhood. Imagined Spaces. Educational Challenges.

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INTRODUCTION

This work found acceptance in the study of Geography Teaching in the early years of Elementary School I of Basic Education in four authors, who are: geographers, scientists, teachers and researchers in the field of Geography. I consider it relevant to value the authors I chose to discuss with this study, so I researched a little about each one.

The first author for debate is Dardel (2015) whose work was presented to me by the research advisor by reading the article "The history of geography in the phenomenological view of Eric Dardel: revisiting the work *O homem e a terra*", by Aquino e Silva (2022). From reading the cited article, I decided to deepen my reading of Dardel's book (2015) and became interested in his life story.

Eric Dardel was born on February 21, 1899 in Montargis and died on January 19, 1967 in Montmorency, France. He carried out studies on fishing. He was a professor of history and geography teaching at Lycées in Paris, where he was school principal. Eric Dardel was a religious, Protestant man, with a lot of historical and philosophical culture. In 1952 he published "Man and the Earth: Nature of Geographical Reality". His book did not arouse any reaction in the geographical academic community. The work of Dardel (2015) will be discovered after Geography experiences its quantitativeist period. Dardelian Geography was waiting for another time, where its engagement adopts a look and phenomenological action of perception and representation. American geographers were the first to rediscover the work "Man and the Earth: Nature of Geographical Reality". Dardel (2015) began his presence in the works in 1975.

With the work of this author, we recognize geographicity as a human condition, the intertwining of our lives with the Earth, an intrinsic connection of experience and survival. These characteristics praised in the work of Dardel (2015) could be remembered in the pedagogical interactions while teaching Geography in the classroom, in the theoretical assumptions of guidance to teachers when it comes to teaching Geography, in the training of teaching degrees for Geography Teaching, in the degrees in Pedagogy, in the training of Normal Education that prepares teachers at the high school level to work in Early Childhood Education and Elementary School I of the early years, and to teachers who work in the Teaching of Geography to Elementary School children.

The present research embraces the theory proposed in Dardelian Geography for the Teaching of Geography with children in Elementary School I of Basic Education. The existence of a lack of geographical learning in the advanced grades of Basic Education that

were reported in my experience in public school and of other authors and teachers, when talking about Geography Teaching, mentioned in the Introduction, raised the need to discuss with the authors cited.

Doreen Massey, British, social scientist and geographer, for her works "Through Space: For a Politics of Spatiality" (2009) and "Geographical Mind" (2017) we are called to reflect on the trajectories that we, human beings, have taken, place and space, meeting points, negotiation, when she tells us about the relationship between people and geography in an imaged form (in the figurative sense of the word, synonymous with imaginative and imagination). I discovered the author Massey in the Epistemology of Geography Teaching classes and, later, my advisor recommended her works for reading. Her works bring valuable approaches and for this reason this research resorts to theoretical reception for the Teaching of Geography in the author's works.

In Kitchin (2016, p. 816-817), "Geographers Matter! Doreen Massey (1944–2016)", we found some data about the author. Doreen Barbara Massey was born in Manchester, 1944 and died in 2016, was a British social scientist and geographer. On her first publication in 1971, she wrote and edited several highly influential books and wrote articles and book chapters covering economic, regional, urban, political, social, and cultural geography; contributed to a series of important debates on uneven development, urbanization, globalization, localities, conceptualization of place and space, and gender in social and economic processes; And within the discipline it introduced several key concepts, including 'spatial division of labour', 'progressive sense of place', 'geometries of power' and 'space-time'.

According to Kitchin (2016), Massey was a pioneer of feminist geography, examined the role of gender in social and economic processes and how gender relations are central to the spatial organization of society. Her work inspired the next generation of feminist geographers and essential theoretical reference points that guided subsequent research. In turn, feminist geographies strongly influenced social and cultural geography, more broadly inflecting conceptions of social relations, power, and social/spatial justice.

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Jader Janer Moreira Lopes is a Brazilian author, geographer, researcher and teacher, who is interested in the geographic education of children and childhoods. Lopes is the author of the first readings I have done since 2023. I got to know the teacher's work during the Epistemology of Geography Teaching classes, when I became interested in reading his book "Geography and Early Childhood Education: unaccustomed spaces and times (2018)".

Jader Janer Moreira Lopes has an academic trajectory focused on teaching Geography with children. He holds a degree in Geography from the Federal University of Juiz de Fora (1989). She completed her master's degree in Education at the same university, with the title of the dissertation: "Sifting" the rain – Assumptions for an ethnogeographic and endocultural practice (1998). She completed her doctorate in Education at the Fluminense Federal University, with the thesis entitled: So we are Changers: "Space, Place and Identity in Migrant Children" (2003). He held a postdoctoral degree at the Universität Siegen, Germany, at the Internationaler Promotionsstudiengang Erziehungswissenschaft/Psychologie – INEDD. Jader Janer teaches in the graduate program in Education at the Fluminense Federal University and the Federal University of Juiz de Fora, where he advises master's and doctoral degrees. She works mainly in the areas of Geography and Education, Early Childhood Education, babies, children and their childhoods, Human Development and Historical-Cultural Theory.

He is the coordinator of the Research and Study Group in Childhood Geography (GRUPEGI). Her research addresses topics such as spatialization of life, teaching/learning of Geography, Geography of Childhood and Human Development. Thus, Lopes' work was what brought me the main influences regarding the experiential spaces for the pedagogical experiences made in the present research. In Lopes (2005, 2007, 2008, 2009, 2018) this research found theoretical support, mainly because he is the author who portrays the children's geographical perception, the relationship between space and place experienced by children.

Rafael Straforini holds a PhD in Geography from UFRJ (Federal University of the State of Rio de Janeiro), in 2007, a master's degree in Education Applied to Geosciences from UNICAMP (2001) and a bachelor's degree in Geography from UNESP/Rio Claro

(1997). He is currently a Professor at the Department of Geography of the Institute of Geosciences of the State University of Campinas – UNICAMP.

In the master's dissertation of Professor Rafael Straforini (2001), entitled "Teaching Geography in the Initial Grades: the challenge of the totality-world (2001)", we find the work of Teaching Geography with children in the early years as a necessary practice. The author Straforini (2001) points to the Teaching of Geography to children in the proposal of the totality-world. He speaks of the importance of conceiving Geography in total space, since "in Geography there are no watertight, separated and fragmented spaces" (Straforini, 2001, p.02)".

According to Straforini (2001), "the teaching of Geography to children requires the understanding of geographic space, its existing dynamics, where geographic space is understood as an inseparable system of systems, objects and actions" (Straforini, 2001, p. 139).

Next, I dialogue with the authors about the research carried out, children and their living spaces, the Teaching of Geography, geographical approaches through the living spaces of children in public schools of Basic Education.

CHILDREN'S LIVING SPACES AT SCHOOL AND DARDELIAN GEOGRAPHY

The research appreciates the social role of the public school and, therefore, believes that it can contribute with greater emphasis to the Teaching of Geography from the moment the child arrives at school. If the individual has the opportunity to get to know his place better, with the school identifying his experiences of the place where he is born, where he lives, where he transits, the Teaching of Geography would become more captivating for those who teach and those who learn, that is, a significant Teaching of Geography, which is interested in the human formation of students.

From this perspective, this look of experience, as well as the children who are in continuous construction of their knowledge about the space they occupy in the world, for Dardel (2015, p. 39), "the geographical reality is resonating in us even if we do not realize it or do not want to accept it".

As a woman, teacher and researcher, I require the caveat of inclusion for reading in Dardel (2015): where one reads "*man*", one understands the reference to "*woman and man*".

Regarding geographical reality, the author states that "geographical reality acts on a man through an alert of awareness of the reality that is more concrete and closer to the Earth and is only learned by an interpretation of the whole (Dardel, 2015, p. 36)".

To value the performance of simple people living on Earth, Dardel (2015) points out that a specialist does not entirely reject this unforgettable encounter between man and the Earth. Quotes the author,

[...] let us remember the relation of the Hindus, with the world which we call which he calls the outside; remember Francis of Assisi, united by a spiritual kinship with wind, water, birds or flowers to refer to the idea of the relationship of the common man with the Earth. (Dardel, 2015, p. 6).

Dardel (2015) values the simple person, based on the human experience on Earth. With this idea of starting from the human experience with the Earth, this research proceeds to the investigation of Geography Teaching from the practices of children's living spaces.

From Dardel (2015), we will reflect on the fact that, before the scholar, comes the simple human being who, when living his experiences with the Earth, arises the need for improvement and scientific study to meet the desired interests. Thus, to understand this geographical participation in concrete space, the author compares the simple man to a geographer, the specialist:

[...] man's relationship with the Earth exceeds scientific concern: before we know the notes, measurements of temperature and salinity that the geographer refers to and calculates, behind him we have someone who discovers himself on Earth, whether it is a navigator watching over the new lands or an explorer in the forest, an immigrant pioneer or simply a man taken by an unusual movement of the Earth in a storm, there is always a primitive vision of the Earth that knowledge will then come to adjust. (Dardel, 2015, p. 7).

According to the author, humanity is interconnected on Earth, the space in which we live, and inhabit. "Between man and the Earth there remains and continues a complicity, a kind of complicity in being. (Dardel, 2015, p. 36)."

The research understands that the human relationship with the Earth is inherent to man, that is, since the human being is born, this relationship with the planet begins and consequently, it is necessary to recognize that the school has a fundamental role in this constitution of knowing the Earth, valuing and collaborating for its sustainable existence.

This study understands the affective issue that children express about the place where they were born and live. It is about the place, the space of their experiences, so the

research proposes that the school invests in providing opportunities for children to express themselves through their experiential spaces in pedagogical activities proposed at school.

For the Dardelian conception, "since his childhood in the first civilizations where man has been equipped with markers to orient himself: the family house, the tower of the native village, a hill, the trees [...]". (Dardel, 2015, p. 11).

Dardel (2015) reveres the value of living and affectivity with the Earth,

[...] The rising, the sunset, and the noon are provided by the positions of the sun. Thus the "regions" of the Earth's space are drawn that later the observation of the stars or the compass will allow to ensure, to specify. Divided by their habitat, taken as the center of interest, these regions have a sense primarily of the lived and an affective value. (Dardel, 2015, p. 11).

The school will be able to contribute by taking advantage of the moments that these children have in their families, in their homes, in their neighborhood, on the streets, in the neighborhood where the child circulates, where he lives, so the school will be able to hear about these children's spaces, promoting that children express themselves from this knowledge that they build in these experiences, bringing them fruitfully into the classroom. Knowledge about the place, which is focused on the Teaching of Geography from the first moments of this child with the school, allowing them to provide opportunities, through the construction of new knowledge, the construction of ideas of knowledge that are in the area of Geography Teaching.

Dardel (2015, p. 119) considers "that "geography" is not the scientific discipline here, but the objective reality, which is the place where human existence unfolds. [...] The landscape is the manifestation of the internal movement of the world." Thus, according to Dardel's (2015) conceptions, this research concluded that Geography is beyond being just a series of contents, and that landscape is far from being a concept of elements distributed throughout geographic space.

For Dardel (2015, p. 32), "[...] The landscape is not in its essence made to look at. [...] The landscape constitutes a totality of its own that responds to the insertion of man in the world. It is through the landscape that man becomes aware of the fact that he inhabits the Earth."

The research appropriates the idea of the Dardelian landscape to compose another welcome in the context of children learning geography in public school, and that it is a meaningful geography, that recognizes the knowledge of children and their experiences

with their geographical space to recreate a captivating Geography for students and teachers of Basic Education.

In Dardelian Geography, the author tells us that the landscape is an element that reaffirms that humanity intertwines its existence with the Earth. Quotes the author, "It [the landscape] calls into question the totality of the human being, his existential connections with the Earth, or if we prefer, his original geographic: the Earth as a place, base, and means of his realization (Dardel, 2015, p. 31)".

Dardel (2015) tells us about human geographicity, discussing his understanding of landscape. The bond between humanity and the Earth, in Dardelo's view, passes through affectivity. Based on this human interrelationship with the Earth, pronounced by Dardel (2015), we can understand how much loving-kindness is relevant for children in their early years. It is not by chance that it is noticed that they are better involved in learning in which affectivity is present.

To explain the landscape and how geographic is built, Dardel (2015, p. 34) clarifies that the landscape, "[...] presents itself as an "impression of the whole", as a totality, it is necessary to understand that this totality is only accessible to the senses, and even to feeling, because it occurs only in the form of a *dominant-affective-tonality*".

Dardel's (2015) geographicity places us in an intrinsic connection with the Earth, leading us to recognize our familiarity with nature, with the planet and with the place of living, where we were born, raised, studied, worked, cohabited, in an intertwining connection.

The study understands that the child relates to his place, to the space experienced together with his peers and close people. Thus, it is understood that the Teaching of Geography has contributed from the early years of Basic Education, when it uses the place, the living spaces of our children, allowing them to express themselves about the world that surrounds them.

In this context of geographicity, the present research supports the existence of a humanizing school of Geography while learning and teaching, involved in meanings and authenticity. To this end, it is necessary that teachers also experience the world in which they cohabit, to teach Geography with a sensitized look and listening, thus identifying what are the meanings attributed by students regarding their living spaces, their place in the world, understanding what Geography is for, recognizing its value in people's daily lives. This sensible and humanized Geography is what I like to call captivating Geography.

THE GEOGRAPHIES OF THE IMAGINATION ARE CONSTITUTED IN THE MULTIPLE EXPERIENCES OF THE SPACES UNDER RECONSTRUCTION

The concept of place is complex, and it is not easy to define it. Therefore, this research intends, among other issues, to discuss the role of the school in providing children with the opportunity to talk more about their places in the world in which they live from the early years of Basic Education. It is necessary that this practice, in public schools, is present, from the moment the child enters school. To this end, it is important to think about, from the first years of schooling, how to provide children with moments to observe, talk, compare, describe, analyze, represent, and read about their places, their spaces of experience, in different situations, practicing this familiarization with their space in the world.

In the interweaving of the idea that children, in the early years of schooling, can express themselves about their places of experience, as long as they are offered opportunities to do so, I resort to the argument about place with Massey (2009, p. 11). The author states that "places do not have single identities, but multiple ones; places are not frozen in time, they are processes; places are not enclosures with clearly defined interior and exterior". In this context, the child is also a being who participates in and builds geographies.

Massey's history, life trajectory and work are of immense importance to the contribution of this research. In Doreen Massey's studies we find that the author defended three counter-propositions to the notion of space:

- a) to be recognized "as the product of interrelations, constituted through interactions, from the immensity of the global to the intimately minuscule;
- b) to be understood as a sphere of multiplicity in which distinct trajectories and heterogeneity coexist;
- c) always be under construction.

Talking, looking, observing about one's place in the world where one experiences can be a first step to idealize the Teaching of Geography, based on the child's geographical knowledge. To this end, the school, during the initial years of schooling in Elementary School I, will be able to develop practices of Geography Teaching focused on work starting from the experiential spaces. These are spatial pedagogical proposals with children in the early years of Elementary School. The proposal is that it be an experience practiced continuously, that is, a continuous pedagogical work during the trajectory of children in

Elementary School I, so that children, when they arrive at Elementary School II and High School, think and dialogue about landscape, space, place, experience their spaces and be constituents of their geographies. The suggestion is to experience the spaces and express about their experiences, and to be guided by this practice, the teacher will need to know about the concepts that authors such as Massey (1994; 2009; 2017) offer us about the sense of space.

Another issue that can be seen in the work of Massey (2017, p.2) refers to mental images created by people, in society, about places, since "[...] Much of our 'geography' is in the mind. That is, we carry with us mental images of the world, of the country in which we live (all those images of the North/South divide), of the next street."

The contestation about the way students see, understand the place, can be a valid bet if Geography teachers reach the point of providing such an opportunity. Many places have their "norms", "rules" that are socially pre-established in that group of coexistence, therefore, one can think: "but are such conditions incontestable?". It is known that the question will not always be possible to carry out due to numerous aggravating factors. For example, in the cities where we live and work, violence is a complicated topic. Thus, talking about violence is necessary and important, but it is also delicate, because many cities/or neighborhoods/or the streets are under the domination of factions, militias, parallel commands, etc. Because of this, it is not uncommon for students and teachers to be unable to comment on what happens in their regions for personal and family safety.

Sharing the discussion with the author, we all take such referential images of how places are represented by the imagination created in society. For Massey (2017), these created images can sometimes

[...] being in conflict or even being the cause of conflict. And reflecting on these imaginings about place and talking about them seems to me a good way to start examining what it means to "think geographically". We can also examine how such imaginations are produced, whether through the nexuses of powerful international media conglomerates or the persistent imagery implanted in local conversations ("this street is not very good, not as safe as ours"). And we can explore, too, how such imaginations have powerful effects on our attitudes toward the world and our behavior. One of our (many) skills as geography teachers is to show the irrelevance of these imaginations and subject them to interrogation. (Massey, 2017, p. 2).

There may be a difference between geographical imagination, that is, the way of imagining geographical space, in short, the place where one lives and what happens in that

same geographical space. This is because the mind tends to a created space. In the argument of the author Massey (2017),

To imagine places in terms of how far they are along this one-way track of development (or modernization, or progress) is to imagine the differences between them only in terms of history. That is, to transform geographical differences (real, coexisting differences) only into places in the queue of history. This thinking refuses to tolerate the possibility that many stories are happening at the same time, that other places have their particular trajectories and with political significance, perhaps, for the potential of their futures. Which is certainly a geographical imagination. This is a way of imagining geographic space. But, ironically, its effect is almost to abolish this space, to transform it into time. (Massey, 2017, p. 3).

Massey (2017) asserts that the focus of the creation of spaces would be to look at space as if it were conditioned only by a story, ignoring the multiple influences that occur simultaneously in the construction of this space where we live.

Contextualizing this conception of multiple, imaginative space, under reconstruction, I propose a Geography Teaching that favors opportunities for children to express themselves, to talk about how they see, feel and perceive their space, their world, their place of experience. In this way, children externalize their thoughts about their place and also listen, know the perception of the other, of the others who belong to their place within the classroom, of those who are included there within their place. This type of shared interaction can enrich the children's geographical knowledge, contributing to their geographical education.

For Massey (2017), it is necessary to recognize that differences are organized not historically, but spatially. According to the author,

One of the implications of "taking space (or geography) seriously" is the full recognition of the simultaneous coexistence of different others (for a pause, a bit of philosophy, for a moment: if time is the dimension of sequence and change, space is the dimension of coexistence and multiplicity). (Massey, 2017, p. 4).

Contemporaneity is the word attributed by Massey (2017) to exemplify how to understand this very complex dimension of place and space. The author tells us about many things that happen at the same time, and Geography is a science that is composed of these multiple facts in occurrences and temporalities. For Massey (2017, p. 4), it is only with the "recognition of contemporaneity that it is possible to begin to examine the many power relations and interdependencies that configure these places together and influence the evolution of their characters and their trajectories".

And how do we understand Massey's (2017) contemporaneity? And the contemporaneity in the children's living spaces, how to explain it? The global is inserted in the local, the local is in the global. And the child, wherever he is, has access to what children from distant places also have and know. Distances can get closer more easily. If we observe every day we perform many tasks that we have to fulfill and that need to be accomplished almost at the same time. As many things happen in the world around us at the same time, we cannot keep up with all these changes, however, we need to be aware of such simultaneous movements of the places in which we experience so that we can locate ourselves, transit, live, and survive. Children experience spaces and times, contemporaneity.

The research brings to the discussion the children's living spaces. Contemporaneity, according to Massey (2017), refers to the recognition that different spaces and times coexist and influence each other. When we apply this to children's living spaces, we can explore how the diverse environments in which children interact shape their experiences and development. The research recognizes that experiential spaces are included in the sphere of Massey's (2017) contemporaneity.

To conduct the multiple differences that places provide and that are provided to them, Massey (2017) points to negotiation as a mediating practice of confrontations. For the author,

[...] We are each one of us different. The consequence of this is that "places", from an apartment building to an entire city, require negotiation. Daily life, in a hundred ways, directly demands the negotiation of our differences. Sometimes we do that; in others, there are abysses of inequality and/or misunderstanding; implying violence and confrontation. The point is that there must be negotiation. And before there can be negotiation, the difference must be recognized and respected. (Massey, 2017, p. 4).

Massey (2017) indicates his proposal for teachers to work with Geography in schools with relevance:

- a) [...] Thinking geographically contributes to students understanding and interpreting their reactions to people and places and to reflecting on the perspectives of others that may be different from their own. To enable students to "think geographically", we must ensure that geographical research necessarily considers (differentially) power. This would lead to a recognition of the geographies (geometries of power) through which the world is constructed and the geometries of power, perhaps more egalitarian, through which it can be reconstructed.
- b) Much of our "geography" is in the mind - in the mental images we carry with us from and about the world. Geographical reflection should make explicit the students'

"geographical imaginations" and explore where they come from. They must also expose contradictions of geographical imaginations on which much of the "received wisdom" and many geographical issues are based. Geography can thus fulfill this crucial objective of education - to question, rather than accept, without further reflection.

c) Geography should help students to explore how complex and varied places are. It should do this through a variety of perspectives and give sufficient credibility to the students' views. It is more useful to think of places as so complex, internally differentiated, "meeting places" of different people, different groups, and ethnicities. Difference has to be recognized and negotiated before any sense of community, or even society, can be developed. By denying difference, we can deny students opportunities to develop the deeper-order thinking skills needed to produce more complex explanations of geographical phenomena. (Massey, 2017, p. 9).

Given the fact that the contribution of Doreen Massey (1994, 2009, 2017) is invaluable to the Teaching of Geography in Basic Education. With the studies presented by Massey (1994, 2009, 2017) we reflect on the Teaching of Geography to reflect, understand and understand the dynamics of space, remembering the many situations happening at the same time, the approximation of distant places, the spaces in continuous construction in different places, it is necessary to recognize that conflicts exist and negotiation emerges as the means of living together. In the argument for the Teaching of Geography since the early years of the first segment of Elementary School I, in Basic Education, the understanding that many spatial transformations are happening in their world is delicate, subtle, perceptible, and felt by the children.

GEOGRAPHIES OF THE GLOBAL IN THE LOCAL, OF THE LOCAL IN THE GLOBAL: THE WORLD-TOTALITY

Straforini (2001) had already contested the Teaching of Geography with a fragmented idea, of separate spaces, in an attempt at distribution, as if this were possible to happen. Persisting in wanting to create these types of shared teachings will continue to bring numerous problems to education and the Teaching of Geography. Therefore, for the author, the teaching-learning process has relevance starting from the local and recognizing the space as a totality.

I reinforce the idea of the importance of working with children based on the experience of their place, their world, recognizing that the child is capable of perceiving his spatiality, the world around him, even creating concepts of his forms and within his possibilities as a child for the world that surrounds him. To achieve a study of geography in the initial grades, the starting point must be what Straforini (2001) calls immediate

concrete, that is, the place, understood as the meeting point of local and global, distant and proximate logics. As mentioned in the concept of world-totality in Straforini (2001).

In the research I carried out with the children, the priority was to work on the place where they live, the space where they live, where they study, and where they circulate in their daily lives. This was done by identifying their paths and recording, through speeches and drawings, what exists on their path, on the "home-school" route, recording their own mental and experiential maps of these paths through which they circle in their daily lives. Straforini's (2001) research was based on the activities of Geography Teaching, which shared that children need to understand that the place where they live goes beyond their egocentric explanations, thus establishing relationships with other scales and times. According to Straforini (2001), reality assumes, in the first grades of Elementary School, the center of the entire triggering process. He argues that it is in reality that the concreteness of the world is found.

In this context, the study talks about children expressing their feelings, thoughts, aspirations, and constructions of thought through speech, drawings, their expressions, with the teacher being able to perceive and provide opportunities for moments of these expressions about the place where their students live.

The work argues that the Teaching of Geography becomes a reality, making it necessary that the starting point is the neighborhood, the city, life, and the children with their spaces, which I consider as experiential spaces. Seeking support in Pontuschka (1999) for those who

The conditions of existence of the students themselves and their families are a starting point and support that can guarantee the understanding of the geographical space, within a process that goes from the particular to the general and returns enriched to the particular. (Pontuschka, 1999, p. 133 *apud* Straforini, 2001, p. 48).

Straforini (2001, p. 48) "points to reality or the place where one lives as the starting point to arrive at the explanation of phenomena". Based on Callai (1998, p. 59 *apud* Straforini, 2001, p. 48) emphasizes: "Through it it is easier to organize the information, being able to theorize, to come and abstract concrete in the search for explanations, comparisons, and extrapolations".

In this discourse, the research understands that this fragmented way of trying to make the child learn Geography is flawed and does not collaborate with the geographical learning of children during the initial years of Elementary School I or Basic Education. The

Teaching of School Geography needs to be reconfigured. Changes need to happen contemporaneously in the Teaching of Geography, from pre-school to higher education.

The teacher alone is not able to make these changes that are urgent in the dynamics of Geography Teaching in Basic Education. Such referrals also require, mainly, public education policies that are feasible in the Teaching of Geography of Basic Education and Higher Education.

The issue of a curricular structure that does not contemplate the issue of teaching Geography in a meaningful way justifies it, that is, it was a motivating factor for the research. The context does not invest in educating oneself in geographical language, as Melo (2023, p. 64) quotes:

In this theoretical-practical perspective, it is observed that there is no literacy or literacy action, nor centered on school cartography, but the understanding that action and experience in space must have, as a focus, the construction of geographical reasoning in children to truly occupy it by creation and collective memory. (Melo, 2023, p. 64)

CROSSING OF THE CHILDREN'S GEOGRAPHICAL EXPERIENCES

Geography has still been an area of knowledge where few authors are interested in children, in my perception. Professor and researcher Lopes has been one of the most interested in the studies of the geography of childhood in Brazil. With her work, I find the recognition of the child as an author in the geographical space in which we live.

In Basic Education, I realized during my trajectory in public school that geographic education has generally been treated in two ways: Geography is not talked about in the early years of Elementary School or it is limited to transfers to students in a disjointed and fragmented way, with memorization as a fundamental practice. And I continue to realize that this traditional teaching format that was established did not contemplate in favor of meaningful learning in the knowledge of school Geography.

The present research believes that the geographical approach through the children's living spaces can be worked with children from Elementary School I and, therefore, seeks to understand, and explain the children's living spaces, condition through reflection on the child's world, how children can build and recreate their productions of geographical knowledge, of spatialities how they express themselves about their places of experience.

In the contribution of geographical approaches through the children's living spaces since the first years of public school, the institution has the function of welcoming children.

It is proposed that there is a continuous interaction between the teacher and her students, understanding that Geography is taught from the child's first contacts with the school.

Lopes (2018, p. 49) quotes, "[...] the child is not in space, he is not in the territory, he is not in the place, nor the landscape; it is the space, it is the territory, it is the place, it is the landscape, it is an experiential unit".

By listening to the child, the teacher gets to know her students, discovers how this child thinks and understands his world. In this sense, all voices (written, narrated, unspoken and many others) are considered powerful instruments for the creation and invention of new realities. From listening to what children know, what they understand about the place where they are inserted, where they have experiences, the teacher will discover who her students are and then get involved in a Geography with meanings for children from the early years of Basic Education. Lopes (2018) states that

The dimension of Education and Geography in Early Childhood Education: the very formation of the human being in his experience/experience of humanity, this desire to join the children, not only proposing, taking ready and finished but listening to them, giving them a voice, listening to them attentively, carefully, cautiously, with "lovingness"... (Lopes, 2018, p. 19).

Children are authors of their existences, builders in the spaces where they cohabit. According to Lopes (2008),

The meaning of childhood is thus crossed by the dimensions of space and time that, when aggregated with the social group, produce different cultural arrangements and different symbolic traits. When children appropriate these dimensions, they reconfigure, reconstruct them, and when they create themselves, they create their different histories and geographies. Childhood, therefore, takes place in a wide space of negotiation that implies the production of children's cultures, of the place, of the places destined for children by the adult world and its institutions and territorialities. (Lopes, 2008, p. 67).

For there to be a geographical education, the school would have to promote the welcoming function of children, teachers, and the school community, providing opportunities for interaction between the teacher and her students. Thus, we can consider that by listening to the child, the teacher will have a way to allow her students to think geographically.

Teacher training courses can contribute to a Geography Teaching that is relevant to students and teachers of Elementary School, based on experiences and moments about thinking geographically.

In agreement with Lopes (2018), it is necessary to highlight that geographic literacy does not begin in these years, but in Early Childhood Education and, I reiterate, it needs to be encouraged to be part of all Basic Education.

Lopes (2018) clarifies that,

The great contribution of Geography of Childhood to Early Childhood Education is to seek to understand children in the spaces they live, seeking logic, listening to them, learning from them, feeling their presence in the world, taking into account their contributions, respecting their ways of being in space and in the current time. (Lopes, 2018, p. 70).

In the argument for a meaningful, welcoming, and captivating geography, to think about Geography classes for the first years of Elementary School I am to think of a curricular proposal for a geographical teaching that will provide for the reading of the world through experiences.

CHILDREN'S LIVING SPACES: A PROPOSAL FOR GEOGRAPHIC EDUCATION WITH CHILDREN

In the field of childhood, the landscape appears as a revealing force, because societies, by reserving a social place for their children, create forms, and elaborate artifacts that materialize the pre-existing conceptions of childhood in this social context, building what we call "childhood landscapes". Childhood landscapes would thus be the visible and material forms of space, produced temporally by the different social agents for the possible childhood(s) present in the various instances of society. (Lopes, 2009, p. 113).

This research dares to portray the field of Geography of Childhood within the works of Lopes (2018). Wanting to explain and present a proposal in the field of Geography of Childhood is audacious because it requires losing the fear of arguing about such an important subject. In this subchapter, I intend to discuss what I understood about the "experiential spaces" of children. And, to try to express the senses and meanings that I built on them, I sought support from the authors I embraced in carrying out the research.

The study is based on the conviction that offering Geography classes to children from the early years of Elementary School provides paths that make it possible to express the idea of the map, of landscape, allowing them to think geographically about place and space. By this Geography I am to appreciate its existence and reexistence at school, in the classroom with children.

Thus, in this research, children's expressions were sought about their living spaces, where they live, and experience their spatialities, which are different for each child, according to the relationship established between them and such spaces.

Children, by appropriating these spaces and places, reconfigure them, reconstruct them, and, in addition, appropriate others, creating their territorialities, and their territories used. This is what we call the territorialities of children, the geographies constructed by the children. (Lopes; Vasconcellos, 2005, p. 39)

Experiential space is included in Lopes' (2018) lived space that promotes reflection, where the child participates, builds, builds, idealizes, and imagines the spaces he is experiencing, it is not a disconnected passage, this contextualized space of the child that constitutes his unique experience moved by collectivity. Lopes (2018) calls for,

we are not talking about a birth that takes place in the social context, as a stage for development, as a surface where we pass and are not marked or leave our marks, but rather [...] of the social situation of development and in the understanding that the human is an established interface [...], making our experiences unique in the collective experience, this encounter with the other, which highlights the border of "between people", not as a periphery in the process of being in the world, but as the main centrality. (Lopes, 2018, p. 47)

The research intends to point out that school education welcomes the Teaching of Geography in classrooms from the children's living spaces, favoring them to express their perceptions about the place in which they live and the world they imagine.

The school will be able to play its social and formative role based on the daily lives of children. Engaging with the experiences they have at home, in the neighborhood and public spaces allows education to be more contextual and relevant. By listening to and valuing these experiences, the school promotes an inclusive and welcoming learning environment.

Integrating local knowledge into Geography Teaching from an early age can enrich children's understanding of their environment and community. This not only makes lessons more interesting and relevant for students but also fosters a sense of belonging and identity.

When the school takes advantage of the students' knowledge about their neighborhoods, cities, and natural landscapes, it facilitates the construction of new knowledge. Children come to see Geography as something alive and present in their daily lives, not just as a set of abstract concepts. Such practices tend to arouse interest in the

preservation and enhancement of the local and global environment. The insertion of the human being in the place of experience recalls Dardel's (2015, p. 31-32) speech about landscape, that it is not in its essence made to look at [...], but that it constitutes a totality of its own that responds to the insertion of man in the world. And yet, it declares the Earth as the place of our existence, geographicity (quote made on page 42 of this document).

Inspired by this conception, the research encourages how children's geographical knowledge can enrich classes in Basic Education, and the importance of recognizing and valuing the knowledge that children bring from their own experiences, suggesting that these underpin the Teaching of Geography from the first years of Basic Education.

By incorporating these children's perspectives, Geography Teaching becomes more dynamic and attractive, promoting meaningful learning that is connected to the students' reality. This opens space for more interactive and engaging practices for those who learn and those who teach, such as neighborhood exploration projects, activities of observation and recording of the environment, as well as discussions about the children's daily experiences.

The geographicity of Dardel (2015) claims that humanity is interconnected to the Earth. This study is also interested in the geographicity of children. To make this connection in the geography of children, I found in the author,

Dardel links the landscape to what he calls human "geographic". The choice of this term is not gratuitous. It means the insertion of the terrestrial element among the fundamental dimensions of human existence, as the notion of "historicity implies the awareness that the human being has of his implicatively temporal situation. (Dardel, 2015, p.33).

I reiterate the relevance of considering that the Teaching of Geography to children based on their experiences, allowing them to express how they see and imagine their living spaces. Children have a natural and meaningful connection to the world around them. This affinity can be a powerful starting point for the Teaching of Geography, a powerful and captivating School Geography. When teachers take advantage of these local experiences and perceptions, they make learning more relevant, and help students think and express themselves about place and belonging. Practices that are relevant in the construction of identity.

Activities that value this relationship, such as creating neighborhood maps, discussing local landmarks, or research projects on neighborhood history and geography

can make educational goals in Geography more tangible and meaningful for students. In this way, School Geography is no longer just a theoretical subject and becomes a tool to understand and appreciate the environment where they live.

The starting point is the experiential space, which is the space of human life, the every day, the ordinary, that which the child is interested in and perceives at this moment of his experience that is usually materialized in memories. The child has an emotional relationship with the place where he was born, where he is surrounded, where he lives, and, if it includes, where he is going to visit, whether it is a walk with the family, the school, or a sporadic place of going, and also the place he wants to go, that he wants to know because he heard the name on social media, That city that his idol went to visit or where television broadcast the Olympic Games. The child has imaginative abilities about the places he has lived and the ones he wants to know. I consider that these are integrators in the children's living spaces.

By being able to express their living spaces, the child gives shape and life to these places, incorporating geographical skills and languages. When they are provided by the school through geographical pedagogical practices that value children's knowledge, spatial experiences, the development of children's spatialities, they will develop geographical approaches of which they have skillful skills, it was possible to verify these children's skills in their works produced during the research and in the applicability of the Educational Resource that are evident in the document.

The children's living space is included in the Geography of Childhood. With the construction of the research, it was possible to verify that the experiential spaces that children express do not have unique identities, they are multiple and that they are personalized, and each child externalizes his vision and personal sensitivity about his commonplaces. In experiential spaces are included many of the images created about places, which Massey (2017, p. 37) refers to when he says that "much of our Geography is in the mind", it is in the imagination, therefore, I understand that this space includes the imaginative creation of the child, what he thinks, feels and imagines about the places.

She quotes the author: "what gives a place its specificity is not a long and internalized history, but the fact that it is built from a particular constellation of social relations, which meet and intertwine in a particular locus" (Massey, 1994, p. 184 *apud* Arantes, 2000).

In the course of the research, I realized that children understand that the world is in motion. While carrying out the proposed activities, they spoke about how they understand the place where they live, expressed their ideas, emotions and indignation against issues that bothered them. In this context, I dialogue with Straforini (2001, p. 50), who contests the model of education that "avoids establishing the connection between the place (near) and the global (distant)". This fragmented world format in which it was believed that it would be possible to make the student think geographically has become obsolete.

The author expresses himself as follows:

The totality and the total of all things and all men, in their reality, that is, in their relations and their movements. "There is no way to conceive the world linearly, studying the parts: house, street, neighborhood, city, state, country, continent separately and then joining them, thus forming the world. In the current historical period, the world is fragmented in the sense that globalization produces spaces of globalization, that is, spaces are not equal, quite the contrary, some are homogenized and homogenizing, hierarchical and hierarchical, those who dictate orders and those who comply. But the world is not the sum of these spaces taken separately, but rather a totality, that is, these spaces only make sense in the totality as a whole. (Straforini, 2001, p. 50-51).

This implies a Geography Teaching that transforms, by engaging students in processes of investigation and reflection on the world around them, allowing children to express themselves about their living spaces, developing their geographical languages, performing readings of the world.

To embrace Straforini's (2001) ideas, the research accepts his statement: "No matter how intentional the teacher's pedagogical practice may be, if it is not based on the current concept of place and spaces of globalization, he will continue to teach a world far from the reality experienced by the students" (Straforini, 2001, p. 57).

The research found that it is possible, from the early years, to constitute a humanizing, authentic and captivating School Geography. When teachers approach Geography with a careful look at children's experiences, they promote teaching that goes beyond theoretical content, connecting learning to the students' reality.

From this perspective, it is suggested that teachers be patient in listening to and interpreting the students' experiences, because they are involved in meanings and authenticities. It is necessary that teachers, when teaching Geography, have their eyes and listening sensitized, being able to identify what are the meanings attributed by students regarding their living space, their place in the world, in this process the value in people's daily lives is recognized, which is found in the children's living spaces.

I consider that, for teachers to be able to carry out the work we want, public education requires investments in favor of schools in conditions subject to the full dignity of students and education professionals. Because idealizing for a significant geographic education also moves us to emphasize the valorization of teaching in Basic Education. It would be a cowardly and mediocre act to attribute responsibilities for an active geographic education as the sole commitment of the teachers who work in the classrooms of Basic Education.

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