
Landscape and Field class**Paisagem e aula de campo****Paisaje y clase de campo**Nathália Nascimento de Paternostro ¹ <https://orcid.org/0000-0001-5469-259X>Tereza G. N. Torezani Fontes ² <http://orcid.org/0000-0002-6548-9535>

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Abstract

This study consists of a bibliographic research on the evolution of the landscape concept in Geographic Science, the use of the landscape concept in Elementary School linked to field class, as well as an analysis of the National Common Curriculum Base, in order to verify which year of elementary school would be more appropriate to apply a landscaperelated field lesson, with a local perspective. Therefore, the main objective of the work is to highlight the importance of the field class in Basic Education, allied to the study of the landscape concept on a local scale, enabling students to perceive themselves as agents in the spaces in which they live what contributes in the teaching-learning process and also in citizen action.

Keywords: Landscape; Field class; Elementary School; Citizen training;

Resumen

El presente trabajo consiste en una investigación bibliográfica respecto a la evolución del concepto de paisaje en Ciencias Geográficas, el uso del concepto de paisaje en la Enseñanza Primaria vinculado a la clase de campo, así como un análisis de la Base Común Curricular Nacional, con el fin de para verificar en qué año de la Enseñanza Básica sería más adecuado aplicar una clase de campo relacionada con el paisaje, con una perspectiva local. Por lo tanto, el objetivo principal del trabajo es enfatizar la importancia de la clase de campo en la Educación Básica, combinada con el estudio del concepto de paisaje a escala local, lo que permite que los estudiantes se perciban como agentes en los espacios en los que viven, lo que contribuye en el proceso de enseñanza-aprendizaje y también en la acción ciudadana.

Palabras clave: Paisaje. clase de campo. Enseñanza fundamental. Formación ciudadana.

Resumo

O presente trabalho consiste em uma pesquisa bibliográfica quanto a evolução do conceito de paisagem na Ciência Geográfica, o uso do conceito de paisagem no Ensino Fundamental atrelado a aula de campo, bem como uma análise da Base Nacional Comum Curricular, a fim de verificar em qual ano do Ensino Fundamental seria mais adequado a aplicação de uma aula de campo relacionada à paisagem, com uma perspectiva local. Sendo assim, o objetivo central do trabalho é ressaltar a importância da aula de campo no Ensino Básico, aliada ao estudo do conceito de paisagem em escala local, possibilitando proporcionar aos educandos se perceberem como agentes nos espaços em que vivem o que contribui no processo ensino-aprendizagem e também na atuação cidadã.

Palavras-chave: Paisagem; Aula de campo; Ensino Fundamental; Formação cidadã.

Introduction

The teaching of Geography allows analyzing space from various concepts related to it, which promote different perspectives on the same space, at the same time they are interconnected. However, such concepts can be worked separately, in order to delimit the objectives of the study, in this case the proposal is to adopt the concept of landscape applied to a municipality as a spatial clipping.

Bearing this in mind, the methodology that can provide an experience, combining theory and practice, is the field class. Oliveira and Assis (2009, p. 198) emphasize:

It encourages the field class, first of all, to understand the differences between the landscapes of textbooks and the landscapes experienced in loco. These are moved and enlivened by the students' relationship with the optical configurations appreciated without clippings. They are seen together with the movements of social relations, their different types of use and their surroundings, the combination of natural and artificial objects — an instant of the society-nature

relationship, or rather, of more or less human natures — in a true set of processes. and objects.

Through the field class, the landscape and the historical aspects of the city worked in the classroom will be apprehended in the field by the students, mainly through observation, where they will be able to relate what they observe with what was worked in the classroom and with their experience at that time. space. Taking into account that: “[...] concept is construction, it is processuality and in this analytical wake, geographic concepts must be problematized in the classroom and (re) problematized in field activities under a dynamic and articulated perspective” (CASTRO , 2017, p. 208).

Therefore, the field class helps students to develop the ability to observe, to see beyond; to analyze and understand the concept being studied; understand the natural and/or historical and cultural aspects that characterize the landscape; identifying the functionalities, the relationships that are established and mainly perceiving the transformations that have taken place over time. “[...] In this process, field trips are experiences with different meanings and full of moments that can be considered unique in the interaction and construction of knowledge and, therefore, so significant” (THEVES; KAERCHER, 2017, p. 287).

When considering the landscape on a local scale, based on the students' daily lives, it is possible to apprehend the marks of the past that remain as what Santos (2006) calls roughness and, from that, to understand the processes responsible for the production of this space, to realize that if Previously, other social agents interacted and helped to shape that space and its functions, today, they, the students, as members of society, are part of the agents that compose and/or transform these landscapes and that can contribute to the present and future of the place where they live.

Landscape concept in Geographic Science

The understanding of the concept of landscape throughout history has undergone changes, receiving different meanings. Regarding the development of the concept of landscape in geographic science, Conceição and Passos (2015) made an overview, considering that from the 1920s, with the Cultural Geography of Carl Sauer, the concept of landscape becomes the most valued in this conception. geographic. Followed by the New Cultural Geography, from the 1980s and by the humanist strand, started in the 1950s by Eric Dardel, in France, presented in Table 1.

Table 1 - Meanings of landscape throughout history

Context	Explanation
Landscape category interfaces	[...] Before the spatial phenomenon was linked to geographic science, the category was used as a technique for picturesque works. The construction of the term, originated in the paintings of the 15th century, precisely in the Netherlands, in the form of landskip (landscape). A methodology of painting was used, the resemblance to a window, a framing of the gaze. The landscape as a form of painting is introduced in the analysis of geographers, who were already interested, since the beginning of the Geography discipline, in the studies of landscapes. This interest influenced travelers who used geography to apprehend the nature of the regions they traveled, that is, in the context of naturalist studies. [...]. At the end of the 18th century, the Western world became preoccupied with descriptions. [...]. The method of describing natural landscapes through illustration, in the works of Alexander Von Humboldt that ended up influencing geographers, especially the Germans. Landscape studies made great progress from the 19th century onwards with the proliferation of photography, when it was possible to disseminate images of the different landscapes existing in the world. In this period the analyzes depend on the sensitivity of the subject who observes it. It is with the German Humboldt that the proliferation of this idea occurred in line with the advances in techniques. The researcher's sensitivity configures landscapes as an interface, creating multiple perspectives in order to explain the earth's surface. Ratzel's studies with anthropogeography appear with intense repercussions in Germany and France, studies that focused on the distribution of men, activities and their works on the earth's surface [...].
The Berkeley School	[...] Carl Sauer is the creator of North American Cultural Geography, also known as the Berkeley School. Through Sauer's studies, North American Geography detaches itself from environmental determinism and forms palpable links with historical and anthropological studies. A strong movement began with criticism of environmental determinism in the United States, between 1915 and 1920, a period in which the idea was formed that the environmental determinist view was no longer linked to the scientific studies of the time. In the 1920s, vectors appear that refuse the deterministic pattern, one of these vectors was that of Sauer, through his theories in: Morphology of Landscapes. For Sauer, regional geography is the synthesis of geographical work and the landscape is the study of this synthesis, that is, the method of regional geography, it is clear then that Sauer understands that the object of Geography is the

	region and its method, the analysis of landscapes [...].
The New Cultural Geography: the critique of the culture model	[...] From the end of the 1970s and the following decade, cultural geography was influenced by a renewal procedure, based on the Berkeley School tradition and the concept of supra-organism that cultural geographers adopted is deeply criticized. . This decade is marked by the new way of analyzing culture. This criticism is made by geographers such as James Duncan and Denis Cosgrove. We live in a world full of meanings, which are expressed through cultural symbols and our practices are expressed in the landscape. Cosgrove (2012) will say that geography surrounds us. Human geography should direct its studies following two assumptions: what the author will call the "magic of geography", understanding human life and its expressions in the human landscape, showing that geography exists to be contemplated. According to the author, this magic is forgotten due to the objective functionalism of geographical explanation, they are: "[...] the inconvenient passions, sometimes frighteningly powerful [...]" (COSGROVE, 2012, p. 222), that influence in human actions, that is, moral, religious, sexual, patriotic and political. According to the author, these actions influence the daily behavior of individuals and human geography denies or ignores them. Because of this, geography neglects many meanings contained in the human landscape [...].
The Humanist strand and Eric Dardel's Geographic ity	In recent years, humanism has been the major influence in the social sciences, where a vast diversity of conceptions has emerged. Most of the works that follow this methodological orientation are influenced by geographic knowledge. Sociological, philosophical, phenomenological and even literary works. Causing the absence of a "unitary program" (GOMES, 2012, p. 304). [...].Dardel (2001) states that much more than a juxtaposition of picturesque details, the landscape is a set, a convergence, a lived moment, an internal connection, an impression, which unites all the elements. The landscape is a reflection of the social condition of individuals and bears a mark of their experience, therefore: "Landscape presupposes a presence of man, even where it takes the form of absence. It speaks of a world where man realizes his existence as circumspect and busy presence".

Source: Conceição; Steps (2015). Org. Paternostro(2020).

In view of this brief history, the different conceptions of landscape are perceptible according to the time, the context, the perspective of analysis and intended purposes through the use of the concept. Even before becoming an element of analysis in Geographical Science, landscape was linked to art, being used as a painting technique, mainly linked to the idea of natural landscapes, later, this landscape in the form of painting came to be considered by geographers as well.

As the techniques for representing landscapes advanced, with the emergence of photography, its analysis also improved, going through descriptive and comparative methods, considering only physical aspects in landscapes, linked to

naturalism, etc., until the concept gained new meanings. forms of analysis and incorporate human actions in landscapes, relating man-environment. Holzer (1997, p. 81) highlighted the relevance of the concept of landscape for Geography, with regard to understanding the man-environment relationship:

Geography has a term that seems to me much richer and more appropriate for its field of study. This word incorporates to the physical support traits that human work, which man as an agent, and not as a mere spectator, imprints on the places where he lives. More than that, it denotes the potential that a given physical support, based on its natural characteristics, can be for the man who proposes to explore it with the techniques available to him. This is one of the essential concepts of geography: the concept of "landscape".

It can be said that urban landscapes are artificial landscapes, also known as cultural landscapes, in contrast to the natural landscape:

The artificial landscape is the landscape transformed by man, while roughly we can say that the natural landscape is the one not yet changed by human effort. If in the past there was a natural landscape, today this type of landscape practically no longer exists. If a place is not physically touched by the force of man, it is nevertheless the object of concerns and economic or political intentions (SANTOS, 1988, p. 23). (

Hence, when thinking about working the landscape in Basic Education through a field class, an approach that contemplates the objectives foreseen in this work, to perceive the transformations that occurred in the landscapes and what they represent through observation, is the proposal by Santos (1988, p. 21), for which: "All that we see, what our vision reaches, is the landscape. This can be defined as the domain of the visible, that which the view encompasses. It is not only formed by volumes, but also by colors, movements, smells, sounds, etc." And he also considers that: "[...] the landscape is a set of heterogeneous forms, of different ages, pieces of historical times that represent the different ways of producing things, of building space" (SANTOS, 1988, p. 24).

When Santos (1988) speaks of the set of forms of different ages in the landscape, he refers to the traces of different historical moments that originated and transformed this landscape, leaving traces of how that space is translated at each moment, both its form and its function. Expresses meanings for each context. In this regard, Santos (1988, p. 23) highlights that:

The landscape is not created all at once, but by additions, substitutions; the logic by which an object was made in the past was the logic of the production of that moment. A landscape is written on top of another, it is a set of objects that have different ages, it is an inheritance from many different moments.

Landscapes have form and function. The first refers to the physical structure present in the landscape, and the second refers to the use made of it. The changes that occur in the landscape can only be functional, when different uses and relationships occur; from certain hours of the day to different seasons; or keep the forms, but modify the functions; or even a structural and functional change occurs. For example:

As we pass through a large avenue, day or night, we see different landscapes, thanks to its functional movement. The street, the square, the patio function differently depending on the time of day, the days of the week, the seasons of the year. Within the city and due to the territorial division of labor, there are also functionally distinct landscapes. [...]. A structural change also takes place through the change of forms. When forty buildings are built instead of twenty or thirty-two floors, it is, as a rule, a sign that others can also be built, that we have activities and people to fill them and justify their construction. [...] Changes from old ways to suit new functions are also a structural change. (SANTOS, 1988, p. 24-25).

Consequently, then, to analyze a landscape it takes much more than observing and describing what is being seen at that moment. It is necessary to take into account the movement, what is not explicit in the present moment and aspects such as what originated it, what is its purpose, what it represents, what relationships are

established there, what this landscape awakens in us, all this will characterize it. Pádua (2013, p. 76-77) notes that:

[...] the landscape is a fusion of different perspectives, it is nature and cultural, environment and perception, objective and subjective, functional and aesthetic. It is the effort of imagination that must aggregate these possibilities in one direction only. [...] a vibrant and extremely important concept to humanist geography. It does not exist by itself, but it is part of the environment, it is past and present, carrying the perspectives of the future, it is spatial organization and beauty. But, she is none of these in isolation. It only becomes a landscape as perception and imagination concatenate the senses and characteristics of the visible and the non-visible.

So, how are all these aspects related to the landscape perceived? When analyzing a landscape, there will be marks, symbols and functions that in themselves emanate a meaning; such marks can represent both what they meant in the past and what they mean in the present. According to Claval (2004, p. 40):

[...] they observe the landmarks and visible signs on the ground: the churches in small towns, the crosses along the paths, the viewpoints, the cemeteries of indecisive geometries [...]. It is by traveling, familiarizing themselves with different landscapes that geographers become sensitive to these landmarks, whose repeated presence is a sign of belonging, of recognition, of confirmation of identities.

Therefore, this same exercise performed by geographers can be applied with students under the guidance of the Geography teacher and when observing and analyzing the representations present in the landscapes, they will contain symbols and meanings that bring with them, beyond the form and function, the local culture, what the elements of such landscapes were in the past and their meaning in that context and what they are today, what is their relevance for those who use these spaces, in addition to revealing the agents who built them and those who contribute to their transformation or maintenance in the present moment.

The importance of the field class in the teaching of geography

Even before trying to define what a field class is, it is worth mentioning that this practice receives different denominations and definitions, as Neves (2010) rightly pointed out; associations can be found with the terms: study of the environment; geographic excursion; field practice; geographic field work; “walking” practice of doing Geography.

But what is this practice, here called field class? It can be considered that:

[...] the fieldwork becomes any activity that provides the construction of knowledge in an environment outside the four walls, through the realization of experiences that promote observation, perception, contact, registration, description and representation, the analysis and critical reflection of a given reality, as well as the conceptual elaboration as part of a broader intellectual process, which is school teaching. Or, as a result of a more recent experience linked to technical training, the observation and interpretation of space and its forms of organization, inherent to social practice (SILVA, 2002 , p. 3, apud NEVES, 2010, p. 20-21).

Therefore, it can be said that the field class is a class outside the classroom, which allows going beyond theoretical knowledge, experiencing what is being studied, building knowledge with practice, without ceasing to be allied with the theoretical, in this case both are interconnected, complement each other. Therefore, “Fieldwork, in order not to be just empiricism, must be articulated with theoretical training, which is also indispensable” (LACOSTE, 2006, p. 91). This methodology can be applied at different levels of education, from Basic to Academic Education:

Although more common in universities, fieldwork can also be applied in basic Geography teaching - obviously respecting the students' level of understanding. Exploring different locations, starting with the surroundings of the school, the house, the neighborhood, from early childhood education onwards, is an important learning experience for children, through which they will, throughout their school life, perceive the geographic space and recognize their entire complexity (NEVES, 2010, p. 17).

The field class applied in Basic Education presents itself as an important ally in the teaching practices of Geography, whose object of study is the geographic space, where human relations are established, anthropic actions in the environments; the field class allows such actions to be studied in the real, visible, palpable dimension, concretizing what can be taught in a more abstract way if restricted to the classroom. According to Neves (2010, p. 12):

[...] the use of this methodology can also promote greater significance of the contents and a closer approximation to the students' reality. In addition to contextualization contributing to the development of positive attitudes towards science, through the recognition of its social importance, it also favors the learning of conceptual content, valuing and stimulating interaction with students' prior knowledge.

Through the field class, the various spatial cuts and geographic concepts can be studied on a local scale. Getting closer to the reality of the students. Such a practice can take advantage of their previous knowledge, since these are spaces known and lived by them, often with affective bonds.

This favors learning with a greater possibility of interaction in the knowledge construction process, in addition to awakening in the students new perspectives to "look" at their living spaces and develop their critical sense.

It is also necessary to keep in mind that a field class to be well executed requires planning, a clear definition of the concept that will be studied, of the objectives that one wants to achieve, with this the teachers will be able to direct the students in the construction of knowledge establishing the practices in field suitable for your purpose:

We affirm the need to reveal, through fieldwork in Geography, the various possibilities of cutting, analyzing and conceptualizing the space, according to the questions, goals and objectives defined by the research subject. Fieldwork in Geography requires the definition of conceptualization spaces suited to the phenomena that one wishes to

study. It is necessary to properly cut the spaces of conceptualization so that the phenomena that one wants to research and analyze in reality are revealed and made visible (SERPA, 2006, p. 9).

With this in mind, the use of the landscape as a spatial clipping will be proposed later on to be used in a Geography field class in Basic Education. According to Stefanello (2011, p. 52), field practice: “[...] in this sense, it allows the student to observe beautiful landscapes, polluted environments or even degraded landscapes, it is fundamental for their development cognitive, affective and social, as well as their critical sense”.

The landscape in basic education through the field class

By providing Basic Education students with a field class, it provides a vast repertoire of analysis with different landscapes and representations. It also allows for the integration of other concepts with that of landscape, in a real and local dimension, which tends to increase interest and participation because it is a known and lived space, in addition to the articulation with the contents seen in the classroom. Castro (2017, p. 218) that:

The field work, when carried out by teachers of different disciplines in the Elementary and Middle cycles or by colleagues from different branches of geographic science, will bring a more interesting conceptual and analytical expansion, with a view to achieving the main objective, which is to allow a more interesting analysis. integrated geographic, articulated from different landscape contexts.

According to Neves (2010, p. 51): “[...] landscape and place are central concepts in the development of fieldwork in Geography with basic education students, due to their potential to involve them in carrying out this type of activity” . The author also argues that: “[...] fieldwork aimed at basic education should prioritize the local and/or regional geographic space, the locus of the student’s life,

since it is in the local space that he lives, moves and develops. their daily activities” (NEVES, 2010, p. 51, author's emphasis).

Several times the landscape in the teaching of Geography has been worked in a static way, through images in textbooks, and in the surroundings of the school, in the city there is a wealth of landscapes that can be analyzed in its real dimension and with all its dynamics. . Regarding the study of the municipality, Callai (2010, p. 81) highlights advantages:

Studying the municipality has at least two advantages: the student is able to recognize himself as a citizen in a reality that is his concrete life, appropriating the information and understanding how social relations and the construction of space take place. The other advantage is pedagogical, because when studying something that is experienced by the student, the chances of success are much greater, of becoming a more consequential learning.

Therefore, city landscapes must be used, as well as contributing to the teaching-learning process, providing greater participation of students in the study of the landscape, as they are spaces of their daily lives, of which they have more property to speaking or a greater interest in knowing more, it also awakens a citizen conscience, making them able to understand their role in these spaces. According to Luchiari (2001, p. 12):

Morphological changes in the landscape are not harmless and cannot be analyzed independently of social practices. The production of a new material context alters the form/landscape and introduces new functions, values and objects. These objects, forms endowed with content, permeated by actions and contextualized by a system of values, are imbued with meaning and intentionality. The notion of intentionality establishes a close relationship between action and object.

It is important for students to be able to develop the ability to relate form-function, as well as the “whys” expressed in the landscape, which often go unnoticed

in everyday life. The field class provides an opportunity for reflection, making them understand why things are the way they are.

As Neves (2010, p. 58) highlights, in the field class: “[...] students will be able to observe the landscape for a few moments and express their impressions, identify the elements that compose it, try to explain some aspects of its production” and through this understanding, being able to look more critically; perceive their own way of relating to these landscapes and what is implicit in them.

The National Curricular Common Base and the teaching of landscape

What is BNCC?

The BNCC is a document approved by the Ministry of Education (MEC), which aims to guide the elaboration of school curricula in public and private networks, with a base of common knowledge, skills and abilities to be developed throughout the national territory, in order to to unify basic knowledge. According to what is described in the Law of Directives and Bases of National Education (LDB) nº 9.394/1996 (BRAZIL, 1996), it is up to each state and municipality to prepare its school curriculum contemplating these knowledge, competences and common and define the diversified part that will link more general content to the local reality and incorporate learnings that are more appropriate for students and the region in which they live (BNCC, 2018).

Its approval involving all stages of Basic Education took place on December 14, 2018, with the addition of the High School stage, with the beginning of its implementation in Early Childhood Education and Elementary School scheduled for 2020 and in High School in 2022 (BNCC, 2018). But from the elaboration to the approval of this document there was a long process that will be outlined in Table 2.

Table 2 - Legal frameworks in the process of origin, preparation and approval of the BNCC in the years 1988 to 2018

Years	Legal frameworks
1988	The Constitution of the Federative Republic of Brazil is promulgated, which provides, in its Article 210, for the National Curricular Common Base (BNCC).
1996	The Law of Directives and Bases for National Education (LDBEN), Law 9,394, of December 20, 1996, is approved, which in its Article 26, regulates a common national basis for Basic Education
1997	The National Curricular Parameters (PCNs) for Elementary School, from 1st to 5th year, are consolidated in ten volumes.
1998	The National Curricular Parameters (PCNs) for Elementary School, from 6th to 9th grade, are consolidated in ten volumes.
2000	The National Curriculum Parameters for High School (PCNEM) are launched.
2008	The Curriculum in Motion Program was established in 2008 and runs until 2010, which seeks to improve the quality of Basic Education through the development of the curriculum for Early Childhood Education, Elementary School and High School.
2010	Between March 28 and April 1, the National Conference on Education (CONAE) is held, with the presence of specialists to debate Basic Education. <hr/> Resolution no. 4, of July 13, 2010, defines the National General Curriculum Guidelines for Basic Education (DCNs). <hr/> Resolution No. 5, of December 17, 2009, sets the National Curriculum Guidelines for Early Childhood Education. In 2010 the document is released.
2011	Resolution no. 2, of January 30, 2012, defines the National Curriculum Guidelines for Secondary Education.
2012	Ordinance no. 867, of July 4, 2012, establishes the National Pact for Literacy in the Right Age (PNAIC) and the Pact's actions and defines its General Guidelines..
2013	Ordinance no. 1140, of November 22, 2013, establishes the National Pact for the Strengthening of Secondary Education (PNFEM).
2014	A Lei n. 13.005, de 25 de junho de 2014, regulamenta o Plano Nacional de Educação (PNE). <hr/> Between November 19 and 23, the 2nd National Conference for Education (CONAE) is held, organized by the National Education Forum (FNE) which resulted in a document that is an important reference for the mobilization process for the BNCC.
2105	Between June 17th and 19th, the 1st Interinstitutional Seminar will take place for the elaboration of the BNC. <hr/> On September 16, 2015 the 1st version of the BNCC is made available. From December 2 to 15, 2015, schools across Brazil mobilized to discuss the BNC draft document
2016	On May 3rd, the 2nd version of the BNCC is made available. <hr/> From June 23 to August 10, 27 State Seminars took place with professors, managers and specialists to debate the second version of the BNCC. <hr/> In August, the third version begins to be written, in a collaborative process based on the 2nd version.

2017	<p>In April 2017, the MEC delivered the final version of the BNCC to the National Education Council (CNE).</p> <hr/> <p>On December 20, 2017, the BNCC was approved by the Minister of Education.</p> <hr/> <p>On December 22, 2017, the CNE presents resolution CNE/CP nº 2, of December 22, 2017, which establishes and guides the implementation of the BNCC.</p>
2018	<p>On March 6, educators from all over Brazil focused on the BNCC, focusing on the approved part of the document, corresponding to the stages of Early Childhood Education and Elementary School.</p> <hr/> <p>On April 2, 2018, the Ministry of Education delivered the 3rd version of the BNCC do Ensino Médio to the National Education Council (CNE).</p> <hr/> <p>On April 5th, the BNCC Implementation Support Program (ProBNCC) was created.</p> <hr/> <p>On August 2nd, schools from all over Brazil mobilized to discuss and contribute to the BNCC of the High School stage.</p> <hr/> <p>On December 14, the Minister of Education approved the BNCC document for the High School stage. Now Brazil has a Base with the learning provided for all Basic Education.</p> <hr/>

Source: BNCC (2018) org. Paternostro (2020).

It is evident, in Table 2, the long path of Legal Frameworks, since the Constitution of the Federative Republic of Brazil of 1988 in its Article 210, which proposes an elaboration of the curricula of the systems, networks and schools with fixation of: “[...] minimum content for basic education, in order to ensure common basic training and respect for national and regional cultural and artistic values” (BRASIL, 1988, unpagged); and successive Legal Frameworks that aimed at a BNCC with basic content to be made available throughout the Brazilian territory, in order to level access to essential content for all, with the municipality being responsible for adapting and adding content consistent with the local/regional reality.

Finally, it was formulated and approved in December 2017, by the Minister of Education, for the stages of Early Childhood Education and Elementary School; and in December 2018, the Ministry of Education approved it for the High School stage, completing its use for all stages of Basic Education.

The stage of Elementary Education at BNCC

As for the Elementary School stage, it can be highlighted that it is the longest stage of Basic Education, with a duration of nine (9) years, in the different age

group of the students, it is characterized especially by the transitions of both stages, from Early Childhood Education to the Elementary School, as well as from childhood to adolescence, and all this must be taken into account, in the elaboration of the curricula, therefore, the BNCC highlights this issue and has the specificities of the initial and final years of this stage.

For the early years of Elementary School, BNCC highlights the appreciation of the use of playfulness in the teaching-learning process, making a link with the baggage brought from Early Childhood Education by the students. For this to happen:

Such articulation needs to foresee both the progressive systematization of these experiences and the development, by the students, of new forms of relationship with the world, new possibilities of reading and formulating hypotheses about the phenomena, of testing them, of refuting them, of elaborating conclusions. , in an active attitude in the construction of knowledge (BNCC, 2018, p. 57-58).

As for the final years of Elementary School, the BNCC (2018, p. 60) highlights that at this stage:

[...] students are faced with more complex challenges, mainly due to the need to appropriate the different logics of organization of knowledge related to the areas. In view of this greater specialization, it is important, in the various curricular components, to resume and re-signify the learning of Elementary School - Initial Years in the context of different areas, aiming at deepening and expanding students' repertoires.

In both stages, the need for articulation between them is evident, creating a relational sequence, in order to value the experiences and learning already acquired in the previous ones and to develop them, in a continuous process and also

expanding to new learning, skills and experiences according to the potential of the students at each stage.

For Elementary School, the subjects as they are known were grouped into five thematic axes, they are: the area of Languages, which is composed of Portuguese Language, Art, Physical Education and, in Elementary School – Final Years, the English Language; the Mathematics Area, composed of Mathematics itself; the Natural Sciences Area, composed of Sciences; the Human Sciences Area, composed of History and Geography; and Religious Education.


In each Thematic Axis, thematic units are divided, which skills and abilities should be worked with the students in each of these units. The BNCC has general competences for all Basic Education in which: “the essential learning defined in the BNCC must compete to ensure that students develop ten general competences, which embody, in the pedagogical scope, the rights of learning and development” (BNCC, 2018, p. 8). In its definition, general competences correspond to: “[...] mobilization of knowledge (concepts and procedures), skills (practical, cognitive and socio-emotional), attitudes and values to solve complex demands of everyday life, of the full exercise of citizenship and the world of work” (BNCC, 2018, p. 8).

From the general competences, specific competences were established in each thematic axis of Elementary Education, such competences:

[...] they allow the horizontal articulation between the areas, passing through all the curricular components, and also the vertical articulation, that is, the progression between Elementary School - Initial Years and Elementary School - Final Years and the continuity of the experiences of the students. students, considering their specificities (BNCC, 2018, p. 28)..

Image 1 presents the specific competences of the thematic axis of interest in this research, the Human Sciences Area, in which Geography is inserted.

Image 1 - Specific Competencies of Human Sciences for Elementary School



SPECIFIC HUMAN SCIENCES SKILLS FOR ELEMENTARY SCHOOL

1. Understanding oneself and others as different identities, in order to exercise respect for difference in a plural society and promote human rights.
2. To analyze the social, cultural and digital world and the technical-scientific--informational based on knowledge of the Human Sciences, considering their variations of meaning in time and space, to intervene in everyday situations and position oneself in the face of problems of the contemporary world.
3. Identify, compare and explain human intervention in nature and in society, exercising curiosity and proposing ideas and actions that contribute to spatial, social and cultural transformation in order to effectively participate in the dynamics of social life
4. Interpret and express feelings, beliefs and doubts about yourself oneself, to others and to different cultures, based on the instruments of research in the Human Sciences, promoting the reception and appreciation of the diversity of individuals and social groups, their knowledge, identities, cultures and potentials, without prejudice of any nature.
5. Compare events that occurred simultaneously in the same space and in different spaces, and events that occurred at different times in the same space and in different spaces..
6. Build arguments, based on the knowledge of the Human Sciences, to negotiate and defend ideas and opinions that respect and promote human rights and socio-environmental awareness, exercising responsibility and protagonism aimed at the common good and the construction of a fair, democratic society and inclusive.
7. Use cartographic, graphic and iconographic languages and different textual genres and digital information and communication technologies in the development of spatio-temporal reasoning related to location, distance, direction, duration, simultaneity, succession, rhythm and connection.

Source: BNCC (2018, p. 357).

As previously mentioned, in addition to competences, skills were defined by the BNCC, which direct actions that facilitate the development of specific competences. Therefore, “[...] these skills are related to different objects of knowledge – here understood as content, concepts and processes – which, in turn, are organized into thematic units” (BNCC, 2018, p. 28).

Thus, it was possible to identify in the BNCC, in which thematic unit of Geography in Elementary School the landscape can be worked, as well as in which school year of this stage presents skills that contemplate the objectives of the field class proposed in this work. According to the BNCC itself (2018, p. 361):

Although space is the broadest and most complex concept in Geography, it is necessary for students to master other more operational concepts that express different aspects of geographic space: territory, place, region, nature and landscape.

After analysis, as provided for in the specific objective: to verify in which school year(s) of Elementary School, according to the BNCC Base, the landscape can be studied and applied to the field class proposed in the research, it was found that the Thematic unit that contemplates the study of the landscape is the thematic unit of the 6th year, entitled "The subject and its place in the world". The object of knowledge of this thematic unit is "sociocultural identity", as shown in image 2.

Image 2 - Thematic units, objects of knowledge and skills, according to BNCC, for the 6th year of Geography

GEOGRAFIA - 6º ANO		
UNIDADES TEMÁTICAS	OBJETOS DE CONHECIMENTO	HABILIDADES
O sujeito e seu lugar no mundo	Identidade sociocultural	(EF06GE01) Comparar modificações das paisagens nos lugares de vivência e os usos desses lugares em diferentes tempos. (EF06GE02) Analisar modificações de paisagens por diferentes tipos de sociedade, com destaque para os povos originários.
Conexões e escalas	Relações entre os componentes físico-naturais	(EF06GE03) Descrever os movimentos do planeta e sua relação com a circulação geral da atmosfera, o tempo atmosférico e os padrões climáticos. (EF06GE04) Descrever o ciclo da água, comparando o escoamento superficial no ambiente urbano e rural, reconhecendo os principais componentes da morfologia das bacias e das redes hidrográficas e a sua localização no modelado da superfície terrestre e da cobertura vegetal. (EF06GE05) Relacionar padrões climáticos, tipos de solo, relevo e formações vegetais.
Mundo do trabalho	Transformação das paisagens naturais e antrópicas	(EF06GE06) Identificar as características das paisagens transformadas pelo trabalho humano a partir do desenvolvimento da agropecuária e do processo de industrialização. (EF06GE07) Explicar as mudanças na interação humana com a natureza a partir do surgimento das cidades.
Formas de representação e pensamento espacial	Fenômenos naturais e sociais representados de diferentes maneiras	(EF06GE08) Medir distâncias na superfície pelas escalas gráficas e numéricas dos mapas. (EF06GE09) Elaborar modelos tridimensionais, blocos-diagramas e perfis topográficos e de vegetação, visando à representação de elementos e estruturas da superfície terrestre.

Source: BNCC (2018, p. 384-385).

Therefore, it can be seen that the school year that presents skills corresponding to the proposed study through a field class in a local perspective, highlighting the urban landscapes, according to BNCC is the 6th year, which is part of the final years of Elementary School. .

In this school year, it is proposed by the BNCC to develop the ability to “Compare changes in landscapes in places of experience and the uses of these places at different times” (BNCC, 2018, p. 384-385), as it is proposed in the field class precisely to analyze and identify transformations in urban landscapes over historical time.

Final considerations

The development of this work provided a synthesis of the evolution of the concept of landscape, since when it was considered only from a classical perspective, represented through picturesque works since the 15th century, a perspective incorporated even in some classic studies of Geography.

In the 18th century, Humboldt stood out for developing a method of describing natural landscapes, portrayed in illustrations. Later, in the 19th century in Germany, Ratzel began to analyze landscapes, also considering human actions on the earth's surface.

The Berkeley school created by Carl Sauer in the 20th century brought a severe critique of environmental determinism in North American Geography, contributing to the reformulation of the concept of landscape. In the transition between the 1970s and the following decade, Cultural Geography underwent a process of renewal, in which geographers such as James Duncan and Denis Cosgrove contributed significantly to the criticism of the analyzes made until then by Geography, which did not emphasize symbols, meanings and human actions that are expressed in the landscape.

Finally, the humanist aspect with significant contributions today and Eric Dardel's Geographicity, who states: "Landscape presupposes a human presence, even where it takes the form of absence. It speaks of a world where man carries out his existence as a circumspect and busy presence", the landscape today is not dissociated from the human activities that took place there.

The work also highlighted the study of landscape in basic education through the field class, which allows students to experience the analysis of local landscapes, instead of just illustrations presented by the teacher in the classroom or in the textbook, many sometimes far from your reality.

In addition, going out in the field also increases the possibilities of objects of analysis, through the visualization of the functions of that landscape occurring in real time, in addition to exploring the senses that contribute to a broader perception of the analyzed landscapes.

The study of landscape in basic education can also contribute to the formation of citizens who are critical and responsible for their place, by knowing the local history and culture, by identifying their relationship with the analyzed local landscapes, their role in this context, and perceiving themselves as active members in transforming landscapes and maintaining local identity.

With the analysis of the BNCC document, which went through a long process until its elaboration and approval by the Ministry of Education, a document that aims at the regulation and curricular structuring of Basic Education, it was verified that the application of the proposed field class in the work, for the analysis of urban landscapes is suitable for the 6th year of basic education

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