



Examination of French Secondary School History-Geography Teaching Programmes¹

Fransa Ortaokul Tarih-Coğrafya Öğretim Programlarının İncelenmesi

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ABSTRACT: French and Turkish societies have been in intense interaction in every field since the Ottoman Empire period. For this reason, it is important for the future of both countries that the republics of Turkey and France follow and interact with each other in the field of education as in every field. Because France has had important effects on the shaping of the Turkish education system. In this context, the developments in the field of education in France should be closely followed. In addition, the developments in France after the French Revolution of 1789 have influenced all societies on issues such as human rights and democracy and helped the concept of citizen to have its current meaning. For this reason, it is important to examine the current situation of disciplines such as Social Studies, which are directly related to human and social life, in France. However, when the relevant national literature was analyzed, it was found that there are very few studies on this subject. This situation was seen as an important gap in the national literature and it was thought that a study on the History-Geography course, which is taught in France as an equivalent of the Social Studies course, would make an important contribution to the literature. With this in mind, it was aimed to examine the History-Geography Course Curriculum being implemented in secondary schools in France. The research is a qualitative study and document analysis method was used. Descriptive analysis method was preferred in analyzing the data. As a result of the research, it was seen that the curriculum being taught in secondary schools in France consists of three parts as skills, content, learning and teaching process, the content is arranged in the form of themes and subjects, themes and subjects are arranged separately according to grade levels, and there are no target achievements in the curriculum. It has been concluded that the themes and topics related to history in the curriculum are mostly oriented towards France and European societies, considering the multicultural and cosmopolitan structure of France, the curriculum is not multicultural enough for the minority groups in France, and the geography topics are created with a more universal perspective for different regions of the world compared to history topics. In

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addition, it has been determined that there is no section on evaluation in the curriculum, but it is recommended to use process-oriented evaluations based on performance as well as exams in the learning-teaching process.

Keywords: France, social studies curriculum, history-geography curriculum, document analysis

ÖZ: Fransız ve Türk toplumları Osmanlı Devleti döneminden beri her alanda yoğun etkileşim içerisinde bulunmuşlardır. Bu nedenle Türkiye ve Fransa cumhuriyetlerinin her alanda olduğu gibi eğitim alanında da birbirlerini takip etmeleri ve etkileşim halinde olmaları her iki ülkenin geleceği açısından önemlidir. Çünkü Türk eğitim sisteminin şekillenmesinde Fransa'nın önemli etkileri olmuştur. Bu bağlamda Fransa'da eğitim alanında meydana gelen gelişmelerin yakından takip edilmesi gerekmektedir. Ayrıca Fransa'da 1789 Fransız Devrimi'nden sonra yaşanan gelişmeler, insan hakları ve demokrasi gibi konularda bütün toplumları etkilemiş ve vatandaş kavramının bugünkü anlamına kavuşmasına yardımcı olmuştur. Bu nedenle özellikle Sosyal Bilgiler gibi insan ve toplum yaşamını doğrudan konu alan disiplinlerin Fransa'daki mevcut durumunun incelenmesi önemlidir. Ancak ilgili ulusal yazın incelendiğinde bu konuya yönelik çalışmaların oldukça az olduğu tespit edilmiştir. Bu durum ulusal alan yazındaki önemli bir boşluk olarak görülmüş ve Fransa'da Sosyal Bilgiler dersinin muadili olarak okutulmakta olan Tarih-Coğrafya dersine yönelik yapılacak bir çalışmanın alan yazına önemli bir katkı sağlayacağı düşünülmüştür. Bu düşünceyle, Fransa'daki ortaokullarda uygulanmakta olan Tarih-Coğrafya Dersi Öğretim Programının incelenmesi amaçlanmıştır. Araştırma nitel bir çalışma olup doküman analizi yöntemi kullanılmıştır. Verilerin çözümlenmesinde betimsel analiz yöntemi tercih edilmiştir. Araştırma sonucunda Fransa'daki ortaokullarda okutulmakta olan öğretim programının beceriler, içerik, öğrenme öğretme süreci şekliyle üç bölüme ayrıldığı, içeriğin temalar ve konular şeklinde düzenlendiği, temaların ve konuların sınıf seviyelerine göre ayrı ayrı düzenlendiği, öğretim programında hedef kazanımlara yer verilmediği görülmüştür. Öğretim programında yer alan tarihle ilgili temaların ve konuların daha çok Fransa ve Avrupa toplumlarına yönelik olduğu, Fransa'nın çok kültürlü ve kozmopolit yapısı gözönüne alındığında öğretim programının Fransa'daki azınlık gruplar için yeterince çokkültürlü bir yapıda oluşturulmadığı, coğrafya konularının ise tarih konularına göre dünyanın değişik bölgelerine yönelik olarak daha evrensel bir bakış açısıyla oluşturulduğu gibi sonuçlara ulaşılmıştır. Ayrıca öğretim programında değerlendirmeye yönelik herhangi bir bölümün olmadığı ancak öğrenme öğretme sürecinde, sınavların yanı sıra performansa dayalı süreç odaklı değerlendirmelere başvurulmasının önerildiği tespit edilmiştir.

Anahtar sözcükler: Fransa, sosyal bilgiler dersi öğretim programı, tarih-coğrafya dersi öğretim programı, doküman incelemesi

1. INTRODUCTION

The human beings who constantly desire to learn owe this trait to their survival instinct. Because in the early stages of human existence, people primarily acquired knowledge through their survival instincts. This learning process, which started with the motive of survival and protection, has become more intense with the introduction of other factors over time. The knowledge acquired and experiences gained have been passed down from generation to generation, influencing various aspects of human life and accordingly, humanity has both changed and evolved. The process of civilization, which is at the center of social life, has also benefited from this change and development. Knowledge has become a productive force in this era. Countries that have succeeded in becoming knowledge societies have become economically, politically, culturally, and militarily stronger, enabling them to survive for longer. The most essential condition for becoming a knowledge society is education (Genevois, Briat, Joliveau, & Méon, 2009). Because many of the abilities and potentials that humans are born with can only be revealed and developed through education. In addition, humans can acquire various knowledge, skills, and values that they are not born with later through education. In this regard, education has a significant role in making societies and the whole world more livable (Kant, 1964).

While the content of education may vary from society to society, the need for education is a universal one that encompasses all of humanity. Therefore, every society employs education to cultivate the desired type of citizens and to ensure its continuity and consider giving importance to the education of young individuals, being sensitive to education, and constantly updating existing educational systems to make them contemporary as a necessity (Chenet, Simoes, and Laurent, 2011). In this regard, significant changes have been made in the Turkish education system, especially since 2004. It is aimed to continuously develop and update the education system to keep up with the era. Accordingly, significant changes have been made in the curricula, teacher training programs, legislation, and technological equipment of schools for this purpose.

Schools act like a locomotive in the education process (Pennec, 2014). School is responsible for various aspects such as helping individuals understand their culture and history, socialization, comprehending the opportunities offered by society, and learning both written and unwritten rules (Bruneau, 2004). In addition, schools have their own social life and routine. Schools are the birthplace of society, in other words, where society emerges. Schools are the miniature of social life, the practice field of democracy, the starting point of social order, and the guarantor of the continuity of society (Robine, 2011). Considering all these qualities that schools, an important part of formal education, possess, it is undeniable that improving the quality of education in schools and maintaining this education under modern conditions is necessary (Véran, 2021).

Primary school and middle school are the two most critical stages and starting points of formal education. A student who starts primary school has stepped into another environment. Likewise, secondary school creates serious changes in the lives of students. Secondary school has a significant role in students' moral, conscientious, academic, and physical development. In secondary school, students build upon the foundation they established in primary school and continue to develop their skills (Sierra, 2010). Therefore, the primary school phase is a crucial stage in education that requires careful attention and emphasis (Safran, 2008; Akdağ, 2009). Providing students with the skills necessary to adapt to the society they are part of and become contemporary individuals, and to raise them as good citizens are among the primary goals of primary and secondary education. The Social Studies course has significant functions in raising good citizens and ensuring social continuity (Kara, 2022a). Because, Social Studies aims to help young individuals become good citizens, socialize,

acquire effective communication skills, be aware of their rights and responsibilities, and possess democratic and contemporary characteristics (Safran, 2008; Kabapınar, 2009). The Social Studies Curriculum plays a key role in the teaching process to ensure that students, who will become adult citizens of the future, are raised as ideal citizens. The curriculum is the arrangement of experiences that are tried to be provided to individuals inside and outside school which are planned and related to a lesson (Demirel, 2015).

The quality of the Social Studies course, which has a significant effect on the future of both individuals and society, should always be increased (Kalaycı and Baysal, 2020). In order to achieve this, it is considered important to examine the Social Studies Curriculum of other countries, especially those that are considered developed. France, where Turks have been in constant communication and interaction in every field since the Ottoman period, is considered one of the developed countries of Europe. Furthermore, France has been highly influential in the worldwide dissemination of concepts such as "freedom, equality, justice, republicanism, and nationalism" following the 1789 French Revolution, and has played a significant role in the shaping of human rights and politics globally. In the field of education, Turkey and France have always interacted. Examining the current state of education in France, which has had a significant influence on the formation of the Turkish education system, and following the developments in the French education system will provide significant contributions to the Turkish education system. Examining the current state of courses that are pioneering in citizenship education in France, such as Social Studies, will contribute to further enhancing the quality of Social Studies education in Turkey. The French equivalent of the Social Studies course taught in Turkey is the History-Geography course. The studies related to the History Geography Course Curriculum (Kara, Aktaş, and Yaman, 2021; Aktaş, Tokmak, and Kara, 2021; Kara, 2022b; Kara, 2022c; Kara and Tokmak, 2023) also seem to confirm this information.

When the national literature is examined, it is seen that studies on the History-Geography course, which is taught in secondary schools in France, are very few in Turkey. In the national literature, Kara, Aktaş, and Yaman (2021) examined History-Geography textbooks in France in the context of gender roles, and Aktaş, Tokmak, and Kara (2021) examined History-Geography textbooks in France in the context of global problems. Kara (2022c) examined the curriculum for the History-Geography Course, taught within the scope of Social Studies in France, and found that the curriculum contains more content related to history compared to geography. Kara (2022c) also noted that the curriculum frequently includes national values and concluded that the content related to global citizenship is limited. The study mentioned that content related to European citizenship is partially present in the curriculum. In another study, Kara (2022b) examined citizenship education taught in secondary schools in France. In this study, Kara (2022b) found that the Ethics and Citizenship Education Curriculum suggests teaching methods and techniques that actively engage students and promote a culture of discussion. It was also noted that teachers generally use such methods and techniques in their classes. However, the curriculum lacks information on educational situations and assessments, is not detailed, includes repetitions, and is considered inadequate by teachers. Kara and Tokmak (2023) examined the curriculum of the History-Geography course taught in France in terms of secularism and concluded that the curriculum was formed from a secular perspective.

In the international literature, there are also studies on the History-Geography course and curriculum taught in France. Marchand (2002) expressed that the curriculum is quite intensive, especially considering the large class sizes in France. Lebrun and Niclot (2012) indicated that the curriculum directs students toward critical thinking and research, and the content of the curriculum is

organized in this manner. Berberi (2015) concluded that the History-Geography Course Curriculum provides necessary guidance for teachers, offers detailed information, and serves as a good guide. Knibiehler (2018) found that the History-Geography Course Curriculum is designed to guide students in becoming desired citizens, contains content related to political education, focuses on specific historical events instead of covering all of history, and aims to facilitate the adaptation of students to school. Todorov (2022) has noted that the curriculum includes elements related to rights and responsibilities and is designed to ensure that students are environmentally aware. Tutiaux-Guillon (2022) stated that the History-Geography Curriculum ignores the cosmopolitan structure and cultural diversity in France and therefore the desired success cannot be achieved.

As mentioned above, it is considered that examining the current state of the History-Geography Course Curriculum in France and following the developments in this field will contribute to the Social Studies education processes in Turkey. However, when the national and international literature on this subject is examined, it can be seen that the studies are quite limited. This situation creates a significant gap in the relevant literature. This study aimed to examine the History-Geography Course Curriculum taught in secondary schools in France. It is considered that this study will fill a significant gap in the relevant literature. In the present study, the curriculum will be examined in terms of general structure features, skills, content, learning and teaching process, and evaluation. For this purpose, answers to the following questions were sought.

1. How has the curriculum been structured in terms of its general structural features?
2. How are the sub-skill dimensions in line with the main skills addressed in the curriculum regarding skills training?
3. Within which themes and topics have the content of the curriculum been presented in terms of the scope of history and geography?
4. How are learning-teaching processes and evaluation dimensions addressed in the curriculum?

2. METHOD

This study was conducted in line with qualitative research principles. The documents and materials examined in this study were obtained from France's official institution website; their reliability and validity were ensured through assessments of criteria like date, data source, document length, translation, usage prevalence, and publication year before proceeding with data analysis. Research and publication ethics principles were adhered to throughout the study process.

2.1. Research Model

This study, which aims to examine the History-Geography Course Curriculum taught in middle schools in France, is a qualitative study that employs the document analysis method. Document analysis is a qualitative research method used to meticulously and systematically analyze the contents of written documents (Wach, 2013). The document analysis method is a systematic method used to examine and evaluate electronic and printed resources. The document analysis method, like other qualitative research methods, requires the examination and interpretation of the data in order to make sense of the subject under consideration, to create understanding, and to develop empirical and

systematic knowledge (Corbin and Strauss, 2008). Document analysis enables the systematic examination of documents by the researcher. This method of analysis facilitates the classification of data sources of the phenomena and events examined and the creation of new data sets (Guba and Lincoln, 1994; Crabtree and Miller, 1999; Baxter and Jack, 2008).

2.2. Data Collection Tools

The study data were collected using the History-Geography Course Curriculum taught in secondary schools in France. In this regard, the History-Geography Course Curriculum (<https://www.education.gouv.fr/au-bo-special-du-26-novembre-2015-programmes-d-enseignement-de-l-ecole-elementaire-et-du-college-3737>), which was put into practice in 2015 and is still in use, was examined. First of all, the curriculum was translated from French into Turkish. One of the researchers, who has a B2 level of proficiency in the French language, initially translated the curriculum, and the translation was reviewed by a language expert proficient in both French and Turkish and also consulted with a field expert for their opinions. Subsequently, necessary adjustments were made, and the analysis of the curriculum began.

2.3. Data Analysis

The descriptive analysis method was preferred in the analysis of the study data. In descriptive analysis, the goal is to present the obtained data to the reader in an organized and interpreted manner. A cause-and-effect relationship is established between the findings. The researcher may include direct quotations to support the findings. Descriptive analysis is a qualitative data analysis consisting of summarizing and interpreting the collected data according to predetermined themes (Yıldırım and Şimşek, 2016). In this study, the curriculum was examined in terms of general structure features, skills, content, learning and teaching processes, and evaluation.

3. FINDINGS

Since this study aims to examine the History-Geography Course Curriculum taught in secondary schools in France, it would be beneficial to first provide some information about the French education system and the position of the History-Geography course within the education system. The organization of the French education system is shown in Table 1.

As can be seen in Table 1, the structure of the school system in France is as follows: Between the ages of 3 and 10 is primary education, between the ages of 11 and 18 is secondary education, and after the age of 18 is higher education.

The educational steps in the French education system are as follows:

- Preschools and kindergartens attended by students aged 2 to 5 years old.
- Five-year primary education attended by students aged 6 to 11 years old.
- Secondary schools that constitute the first stage of secondary education attended by students aged 11 to 15 years old.
- General high schools and technical high schools, that constitutes the second stage of secondary education.

- Universities and colleges.

In addition, there are cycles (les cycles) in the French education system. These cycles, which are determined by taking into account the student levels, are listed below:

- Cycle 1: Early learning cycle (small section, middle section, and big section of kindergarten)
- Cycle 2: Basic learning cycle (CP, CE1, CE2)
- Cycle 3: Consolidation cycle (CM1, CM2, Sixième)
- Cycle 4: Cycle of in-depth studies (Cinquième, Quatrième, Troisième) (Ministère de l'Éducation Nationale, 2021; as cited in Kara, 2022b).

Table 1: Organization of the French Education System (Kara, 2022b)

Age	Grade	School	Cycle	Teaching Level
3	Petite Section PS (Small Section)		Cycle 1	
4	Moyenne Section MS (Middle Section)	Maternelle	Early Learning	
5	Grande Section GS (Big Section)	(Kindergarten)	Cycle	
6	Cours Préparatoire CP (1. Grade)		Cycle 2	
7	Cours Élémentaire 1 CE1 (2. Grade)		Basic Learning	Enseignement Primaire (Primary school)
8	Cours Élémentaire 2 CE2 (3. Grade)	Elémentaire	Cycle	
9	Cours Moyen 1 CM1 (4. Grade)	(Primary school)	Cycle 3	
10	Cours Moyen 2 CM2 (5. Grade)		Consolidation Cycle	
11	Sixième 6 ^{ème} (Secondary School 1. Grade)		Cycle 3 Consolidation Cycle	
12	Cinquième 5 ^{ème} (Secondary school 2. Grade)	Collège		
13	Quatrième 4 ^{ème} (Secondary school 3. Grade)	(Secondary school)	Cycle 4 In-Depth Studies Cycle	Enseignement Secondaire (Secondary school)
14	Troisième 3 ^{ème} (Secondary school 4. Grade)			
15	Seconde 2 ^{nde} (High school 1. Grade)	Lycée		
16	Première 1 ^{ère} (High school 2. Grade)	(High school)		
17	Terminale Term. (High School 3. Grade)			
18		Baccalauréat (High School Graduation Exam)		
Higher education			Higher education	

As can be seen in Table 1, compulsory education in France starts at the age of 3. Kindergarten consists of three stages: small, middle, and big. Unlike Turkey, a primary school in France lasts for five years. Students who finish primary school continue to secondary school lasting four years. In France, high school education, unlike in Turkey, lasts for three years. It is seen that primary education lasts for four years in Turkey and five years in France, while high school education lasts for four years in Turkey and three years in France.

Table 2 shows the courses that students take according to their grade levels throughout their secondary school education and the weekly course hours of these courses.

Table 2: Courses Taught at Secondary School Level and Weekly Course Hours (Ministère de l'Éducation Nationale, 2017; as cited in Kara, 2022b)

Courses	Weekly Course Hours			
	6.	5.	4.	3. (Final Class)
Physical and Sports Training	4	3	3	3
Artistic Learnings (Plastic Art + Music Education)	1+ 1	1+ 1	1+ 1	1+ 1
French	4.5	4.5	4.5	4
History-Geography-Ethics and Citizenship Education	3	3	3	3.5
Living Language	4	3	3	3
Living Language 2		2.5	2.5	2.5
Mathematics	4.5	2.5	2.5	2.5
SVT		1.5	1.5	1.5
Science, Technology, Physics-Chemistry	4	3.5	3.5	3.5
Total	26 Hours (4 hours of this are complementary learnings)			

As can be seen in Table 2, the History-Geography course is taught at all grade levels of the secondary school. History-Geography and Ethics and Citizenship Education courses are taught as two separate courses. These two courses have separate curricula. For these two courses, 3 hours per week (3.5 hours in the last year of secondary school) are allocated. Teachers are advised to teach Ethics and Citizenship Education for one-third of this time. As can be seen in Table 2, the courses taught in secondary schools in France are generally similar to the courses in Turkey. However, it was determined that religious education is not given in public schools in France, unlike in Turkey, and there are no courses related to religious education. In France, only private schools can provide religious education at the request of parents. The findings regarding the History-Geography Course Curriculum are presented below.

3.1. Findings on the General Structure of the History-Geography Course Curriculum

In the History-Geography Course Curriculum, skills are presented first. The curriculum then includes themes, topics, learning content, and methods related to history, respectively. First, the skills are listed, then the topics of each theme related to history and geography are indicated, and then the learning content and method related to these topics are explained. Figure 1 shows the general structure of the curriculum.

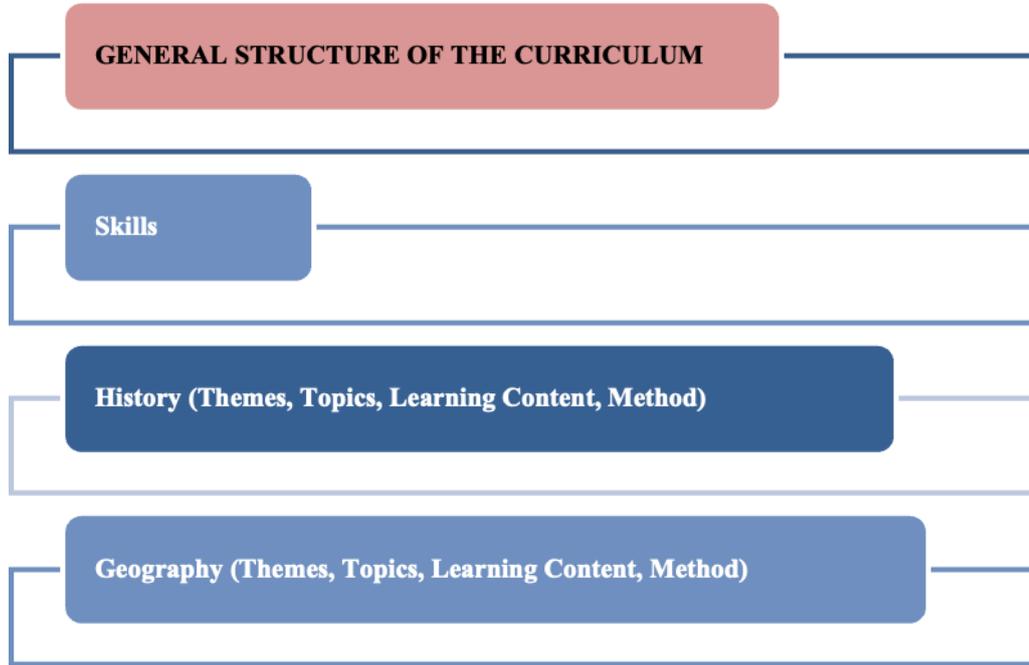


Figure 1: *General Structure of History-Geography Course Curriculum*

In the curriculum, it is emphasized that students who receive basic knowledge of history and geography in primary school should deepen their learning throughout secondary school. Teachers are reminded that the skills acquired in primary school should be comprehended more deeply at the secondary school level. The curriculum aims for students to position themselves in time and space, engage in reasoning, access information in the digital world, understand and analyze documents related to the curriculum content, and comprehend the connection between history and geography. Throughout secondary school, students are expected to understand exactly what the disciplines of history and geography are. Because, it is stated that branches of science such as history and geography develop the systematic thinking skills of individuals. In this course, students are expected to explore the human communities that have existed from past to present, the temporal, spatial, and cultural diversity of these communities, the complexity of temporal and geographical evolution, and to understand the earth.

It is stated in the curriculum that teachers should consider the teaching of history and geography holistically. Teachers are advised to carry out the teaching of history and geography in a balanced way and to make their temporal and pedagogical planning accordingly. It is emphasized in the curriculum that the History-Geography Curriculum is designed to realize cooperation with other disciplines. The curriculum emphasized that teachers should continue their History and Geography courses in an interdisciplinary manner. It is also stated that this course plays a key role in citizenship education. It is recommended that teachers encourage students to establish connections with art when teaching history and geography topics to them. It is stated that art is directly related to both history and geography and is aimed at both universal and regional issues. According to the curriculum, students should improve their information and media literacy in this course and comprehend the ways of accessing information.

As can be seen in Table 2, the History-Geography Course Curriculum taught in secondary schools in France contains some differences in terms of general structure compared to the Social Studies Course Curriculum implemented in Turkey. It is seen that the History-Geography Curriculum

in France does not have a separate section titled values, unlike the Social Studies Curriculum in Turkey. In addition, it is determined that the content section of the curriculum does not include achievements, unlike in Turkey.

3.2. Findings Regarding the Skills Included in the History-Geography Course Curriculum

The History-Geography course curriculum, which is taught in secondary schools in France, includes seven main skills and related 35 sub-skills. Table 3 shows the skills included in the History-Geography course curriculum.

Table 3: *The Skills Included in the History-Geography Course Curriculum*

Main Skills	Sub-Skills
Having the ability to perceive time, positioning oneself in time	<ul style="list-style-type: none"> - Locating a phenomenon at a given time or period - Sequencing facts and events in relation to each other - Associating events with a specific period or era - Demonstrating chronological progressions within a specified time frame
Positioning oneself in space, creating geographical locations	<ul style="list-style-type: none"> - Categorizing and naming significant geographical events - Characterizing, classifying, and naming a location within a geographic area - Characterizing, classifying, and naming more complex areas - Positioning geographical areas in relation to each other - Using different projection modes in addition to analog and digital representations of venues at various scales
Employing critical thinking, justifying approaches, and explaining choices	<ul style="list-style-type: none"> - Asking questions about historical and geographical situations and generating thoughts in response to these questions - Formulating hypotheses to interpret historical or geographical events - Validating information sources and data - Justifying an interpretation or an approach
Acquiring knowledge in the digital world	<ul style="list-style-type: none"> - Recognizing and using different information systems - Finding, selecting, and using information - Using search engines, online dictionaries, encyclopedias, websites, documentary resource networks, digital textbooks, and geographic information systems - Verifying the source, origin, and relevance of information - Practicing critical thinking exercises with numerical data and learning to compare them with what is already known, drawing various types of documents
Understanding and analyzing a document	<ul style="list-style-type: none"> - Grasping the general meaning of a document - Recognizing a document and its specific perspective - Extracting, categorizing, and prioritizing information from one or more documents to answer questions about that document or documents - Comparing a document on the subject studied with what is already known about it - Utilizing existing knowledge to clarify, explain, and criticize a document
Practicing different languages used in history and geography	<ul style="list-style-type: none"> - Writing to generate, discuss, communicate, and exchange ideas and information - Expressing oneself verbally to think, communicate, and exchange ideas

	<ul style="list-style-type: none"> - Knowing the characteristics of historical narratives and geographical descriptions used in history and being able to do them a little - Performing graphic and cartographic productions - Creating visual and audiovisual productions, such as slideshows - Assembling and using a specific set of words in a context - Acquiring knowledge about debating techniques
Collaborating	<ul style="list-style-type: none"> - Sharing knowledge and skills to complete a common task, engage in collective production, and organize work within a group - Adapting to the pace of work with a group - Presenting, explaining, and debating arguments to defend choices - Negotiating a common solution if a joint product is required - Learning to use digital tools that can create collective bonds

As can be seen in Table 3, the History-Geography Course Curriculum includes seven main skills in total. The first of these skills is related to perceiving and locating time. When the sub-skills related to this basic skill were examined, it is evident that the curriculum aims for students to be able to position events or phenomena in the past within a temporal context, sequence facts and events in relation to each other, associate events with a specific period or era, and demonstrate chronological progressions within a specified time frame. In the second main skill in the curriculum, students are expected to position themselves as places and create geographical locations. When the sub-skills related to this skill were examined, it was determined that the History-Geography course aimed at students classifying and naming major geographical events, characterizing, classifying, and naming a place in the geographical area, characterizing, classifying, and naming more complex areas, positioning geographical areas in relation to each other, and using different projection modes as well as analog and digital representations of places at different scales.

The third main skill included in the History-Geography Course Curriculum is related to reasoning and thinking. In the sub-skills related to this skill, it is aimed that students ask questions about historical and geographical situations and produce thoughts about the questions asked, form hypotheses that interpret historical or geographical events, verify information sources and data, and justify an interpretation or an approach. The fourth main skill of the curriculum is related to acquiring knowledge in the digital world. With this skill, students who will become adult citizens of the future are expected to be able to recognize and use different information systems, find, select, and use information, use search engines, online dictionaries, encyclopedias, websites, documentary resource networks, digital textbooks, and geographical information systems, verify the source, origin and relevance of information, exercise critical thinking on numerical data and learn to compare that data with what they know, and draw various types of documents when they graduate from secondary school.

As can be seen in Table 3, the fifth main skill is related to understanding and analyzing a document. The History-Geography course aimed for students to acquire skills such as comprehending the general meaning of a document, recognizing a document and its specific point of view, extracting, classifying, and prioritizing the information contained in one or more documents to answer questions about that document or documents, comparing a document with existing knowledge about the subject studied, and using the existing knowledge to clarify, explain, and criticize a document. The sixth main skill is related to students practicing the languages used in history and geography. This skill is aimed at students to acquire behaviors such as writing to generate, discuss, communicate, and exchange ideas

and information, expressing oneself verbally to think, communicate, and exchange ideas, knowing the characteristics of historical narratives and geographical descriptions used in history, performing graphic and cartographic productions, creating visual and audiovisual productions, such as slideshows, assembling and using a specific set of words in a context, and acquiring knowledge about debating techniques. The last main skill in the curriculum is for students to acquire cooperative behavior.

It is seen that there are 7 main and 35 sub-skills in the History-Geography Course Curriculum taught in secondary schools in France. In the Social Studies Course Curriculum implemented in Turkey, there are 27 skills, including *research, environmental literacy, perceiving change and continuity, digital literacy, critical thinking, empathy, financial literacy, entrepreneurship, observation, map literacy, legal literacy, communication, collaboration, recognizing stereotypes and biases, using evidence, decision-making, location analysis, media literacy, spatial perception, self-regulation, political literacy, problem-solving, social participation, drawing and interpreting tables, graphs, and diagrams, using the Turkish language correctly, beautifully, and effectively, innovative thinking, and perceiving time and chronology.*

3.3. Findings on the Content of the History-Geography Course Curriculum

In the History-Geography Course Curriculum taught in secondary schools in France, the content is structured in a way that initially focuses on history-related themes and topics tailored to each grade level, and then geography-related themes and topics specific to the grade levels. The curriculum content is shown in Table 4 and Table 7. The themes and topics of history for the 1st and 2nd grade levels of secondary school are included in Table 4.

Table 4: Secondary School History-Geography Course Curriculum History-related themes and topics for 1st-grade and 2nd-grade levels

HISTORY			
Secondary School 1st Grade		Secondary School 2nd Grade	
<p>Theme -1: The Long History of Humanity and Migrations</p> <ul style="list-style-type: none"> - The beginning of humanity - Neolithic "Revolution" - First states, first writings <p>Theme -2: Founders, Beliefs, and Citizenship Stories in the First Millennium BC in the Ancient Mediterranean</p> <ul style="list-style-type: none"> - The World of Greek City-States - From Myth to History: Rome - The Birth of Jewish Monotheism in a Polytheistic World 	<p>Theme -3: The Roman Empire in the Ancient World</p> <ul style="list-style-type: none"> - Conquests, the Roman Peace, and Romanization - Christians in the Empire - Roman Empire's relations with other ancient worlds: - The Ancient Silk Road and the Chinese Han Dynasty 	<p>Theme -1: Interaction Between the Christian and Islamic Worlds in the 6th and 13th Centuries</p> <ul style="list-style-type: none"> - Byzantium and Carolingian Europe - Powers, Societies, and Cultures from the Birth of Islam to the Conquest of Baghdad by the Mongols <p>Theme -2: Society, Church, and Political Power in Feudal West (11th-15th Centuries)</p> <ul style="list-style-type: none"> - The Feudal Order: Formation and sovereignty of the countryside - The emergence of a new urban society - Rise of Monarchic Kingdoms 	<p>Theme -3: Transformation of Europe and Its Opening to the World in the 16th-17th Centuries</p> <ul style="list-style-type: none"> - The World during the Reign of Charles V and Suleiman the Magnificent - Humanism, reforms, and religious conflicts. - From Principality of the Renaissance to Absolute Monarchy (Francis I, Henry IV, Louis XIV)

As can be seen in Table 4, there are three history-related themes at the 1st-grade level of secondary school. The first theme is named "The Long History of Humanity and Migrations," and within this theme, topics such as the beginning of humanity, the Neolithic Age, the first states, and the first writings are covered. The aim of this theme is for students to understand the starting point of human history and the beginnings of historical eras. In secondary school, students begin their History-Geography lessons with the earliest topics in history. The second theme taught at the 1st-grade level of secondary school is named "Founders, beliefs, and citizenship stories in the first millennium BC in the ancient Mediterranean." The goal of this theme is for students to gain knowledge about topics such as Greek City-States, Rome, and Judaism. In the third and final theme of the 1st grade, titled, "The Roman Empire in the Ancient World", students cover topics such as Rome, the birth and spread of Christianity, the interaction of the Roman Empire with other countries, and the Silk Road and the Chinese Han Dynasty.

In the History-Geography Course Curriculum, there are 3 history themes at the 2nd-grade level of secondary school. The first of these themes is named "the interaction between the Christian and Islamic worlds in the 6th and 13th centuries." which covers topics such as the Byzantine Empire, the Carolingian Dynasty, the birth of Islam, the Mongol invasion of Baghdad, migrations, societies, and cultures. The second theme, which includes topics such as feudalism, urbanization, and the formation of monarchy kingdoms, is titled "Society, church and political power in the feudal West (11th-15th Centuries)." The third and final theme at this grade level is named "The transformation of Europe and its opening to the world in the 16th and 17th Centuries." which covers subjects such as the world during the time of Charles V and Suleiman the Magnificent, humanism, reforms and religious conflicts, and the transition from Renaissance principalities to absolute monarchies (Francis I, Henry IV, Louis XIV). History themes and topics for the 3rd and 4th grade levels of secondary school are shown in Table 5.

It is seen that the 1st-grade history subjects of secondary school in France are related to the history of the First Age. Similarly, the history subjects of the 1st grade of secondary school (5th grade) in Turkey are also related to the history of the First Age. However, in France, there is a broader focus on Roman history in addition to First Age Civilizations, while in Turkey, a more detailed examination of First Age Civilizations such as the Hittites, Phrygians, Ionians, Urartians, Assyrians, and Lydians is provided.

It was seen that the birth of Islam, the Mongol invasion of Baghdad, and trade routes were also discussed in the 2nd-grade subjects of the French secondary school, but the subjects are largely related to European history. In the 2nd grade of secondary school (6th grade) in Turkey, subjects such as pre-Islamic Turkish history, the birth of Islam, the conversion of Turks to Islam, the first Turkish-Islamic states, the adoption of Anatolia by Turks, and important historical trade routes are covered.

Table 5: Secondary School History-Geography Course Curriculum History-related themes and topics for 3rd-grade and 4th-grade levels

History			
Secondary School 3rd Grade		Secondary School 4th Grade	
<p>Theme -1: Expansions, Enlightenments, and Revolutions in the 18th Century</p> <ul style="list-style-type: none"> - Merchant bourgeoisie, international trade, the slave trade, and slavery in the 18th century. - Enlightenment in Europe: the circulation of ideas, enlightened despotism, and anti-absolutism. - French Revolution and Empire: a society that created a new political order and revolution in France and Europe. <p>Theme -2: The World and Europe in the 19th Century</p> <ul style="list-style-type: none"> - Europe of the "industrial revolution" - Conquests and colonizing societies 	<p>Theme -3: Society, Culture, and Politics in 19th Century France</p> <ul style="list-style-type: none"> - A difficult conquest: Suffrage from 1815 to 1870 - Third Republic - The status of women in a changing society 	<p>Theme -1: Europe: The Scene of the Total Great World Wars (1914-1945)</p> <ul style="list-style-type: none"> - Civilians and soldiers in World War I - Weakened democracies and totalitarian experiences in Europe in the interwar period - World War II: A war of extinction - France is defeated and occupied. Vichy regime, cooperation, résistance <p>Theme -2: The World After 1945</p> <ul style="list-style-type: none"> - Independence and construction of new states - A two-polar world during the Cold War - Approval and implementation of the European project - Problems and conflicts in the post-1989 World 	<p>Theme -3: French Men and Women in a Redesigned Republic</p> <ul style="list-style-type: none"> - 1944-1947, rebuilding the republic, redefining democracy - Republic V - Women and men in society from the 1950s to the 1980s: New social and cultural games, political answers

As can be seen in Table 5, there are three themes related to history at the 3rd-grade level of secondary school in the History-Geography Course Curriculum. The first of these themes, which were related to the 18th and 19th centuries, is called "Expansions, enlightenment and revolutions in the 18th century". Within the scope of this theme, subjects such as merchant bourgeoisie, international trade, the slave trade, and slavery in the 18th century, enlightenment in Europe, the circulation of ideas, enlightened despotism, and anti-absolutism, the French Revolution and Empire: a society that created a new political order and revolution in France and Europe are discussed. With these subjects, it is understood that the aim is to inform the students about the political, cultural, social, and economic developments that occurred in Europe in the 18th century, the enlightenment process of Europe, the French Revolution, and the effects of the revolution on French and European society. The second history theme at the 3rd-grade level is called "The World and Europe in the 19th Century" and within the scope of this theme, topics such as the Industrial Revolution and post-Industrial Revolution colonization activities are discussed. The final theme, "Society, culture, and politics in 19th century France", covers subjects such as a difficult conquest: Suffrage from 1815 to 1870, the Third Republic, and the status of women in a changing society.

There are three history-related themes at the 4th grade level, that is, at the senior grade level, and the first of these themes is called "Europe: The Scene of the Total Great World Wars (1914-1945)". This theme includes subjects such as civilians and soldiers in World War I, weakened democracies and totalitarian experiences in Europe in the interwar period, World War II: A war of extinction, France is defeated and occupied, and the Vichy regime, cooperation, and résistance. Within the scope of the theme World War I and World War II are covered. In the second theme, the period after World War II

was discussed and titled "The World after 1945". This theme aimed for students to gain knowledge about independent states established after World War II, the Cold War period, the formation of the European Union, and the issues and conflicts that occurred in the world after 1989. In the third theme titled French Men and Women in a Redesigned Republic, subjects such as 1944-1947, rebuilding the republic, redefining democracy, Republic V, and women and men in society from the 1950s to the 1980s: new social and cultural games, and political answers are covered. Geography-related themes and topics of the curriculum for the 1st-grade and 2nd-grade levels of secondary school are presented in Table 6.

It is seen that the 1st-grade history subjects of secondary school in France are related to European history. It is observed that topics such as the Age of Enlightenment and the Industrial Revolution that occurred in Europe are also addressed. At the 3rd grade level of secondary school (7th grade) in Turkey, Ottoman history finds wide coverage. However, events such as the Age of Enlightenment, the Renaissance, the Reformation, and the Industrial Revolution that occurred in Europe similar to those in France are also covered.

Secondary school 4th-grade history subjects in France are related to World War I, World War II, developments after World War II, and the history of France between 1944 and 1980. Secondary school 4th grade (8th grade) course on "Revolution History and Kemalism," covers subjects such as World War I, World War II, developments after World War II, and the War of Independence.

Table 6: Secondary School History-Geography Course Curriculum Geography-related themes and topics for 1st-grade and 2nd-grade levels

Geography			
Secondary School 1st Grade		Secondary School 2nd Grade	
<p>Theme-1: Life in the metropolis</p> <ul style="list-style-type: none"> - Metropolises and people living in Metropolises - City of the future 	<p>Theme-3: Life on the Coasts</p> <ul style="list-style-type: none"> - Life on industrial (harbor) coasts and tourist coasts (beaches) 	<p>Theme -1: Population Problem and Unbalanced Development</p> <ul style="list-style-type: none"> - Population growth and effects - Distribution of wealth and poverty in the world 	<p>Theme -3: Environment from Local to Global</p> <ul style="list-style-type: none"> - Global climate change and its major regional and geographical impacts - Risk prevention and adaptation (related to industry, technology, health, and climate change)
<p>Theme -2: Life in sparsely populated areas</p> <ul style="list-style-type: none"> - Living in areas with high biological diversity and/or natural challenges - Agricultural life in sparsely populated areas 	<p>Theme -4: Life on Earth</p> <ul style="list-style-type: none"> - Distribution and dynamics of the world population - Diversity of spatial settlement forms in the world 	<p>Theme -2: Management and Renewal of Limited Resources</p> <ul style="list-style-type: none"> - Energy and water: Resources to save and better use - How should we feed humanity with an increasing population and growing food needs? 	

In the History-Geography Curriculum taught in secondary schools in France, there are four themes related to geography at the 1st-grade level of secondary school. The first theme, which deals with metropolises and life in metropolises, is titled "Life in the Metropolis". Subjects in this theme have examined the metropolises and the lives of people living in metropolises, inferences have been made about the cities of the future, and students are also expected to make inferences. In the second theme, rural living areas are discussed. In the theme titled "Life in sparsely populated areas", written and visual elements for living in areas where biological diversity and natural challenges are high are included. In addition, agricultural life in sparsely populated areas is emphasized. After the first two themes dealt with metropolises and rural areas, the theme "life on the coasts" dealt with life on

industrial (harbor) coasts and touristic coasts (beaches). In the fourth and final theme, it went towards the general and this theme was called "life on earth". The theme addresses issues such as the distribution and dynamics of the world's population and the diversity of spatial settlement forms in the world.

The first theme of the secondary school 2nd-grade level, which includes a total of three themes related to geography, is the theme titled "population problem and unbalanced development". With the theme, it is aimed that students will gain subjects insights into subjects such as population growth and its effects, as well as the distribution of wealth and poverty in the world. In the theme titled "Management and renewal of limited resources", the problems caused by energy, water, resource-saving, increasing population and growing food need and the solutions to these problems are discussed. In the third theme, titled "From Local to Global Environment," the focus is on climate change and its mitigation, issues caused by climate change, and efforts to prevent risks related to industry, technology, health, and climate change. Geography-related themes and topics of the curriculum for the 3rd-grade and 4th-grade levels of secondary school are presented in Table 7.

It is seen that the geography subjects of the 1st grade of secondary school in France are related to city life, the future of cities, life in sparsely populated places, life on the coasts, and the distribution of population in the world. Secondary school 1st grade (5th grade) geography subjects in Turkey are related to landforms, population and settlement, disasters, and environmental problems.

It is seen that the geography subjects of the 2nd grade of secondary school in France are related to population growth, the uneven distribution of global resources, the management and renewal of limited resources, climate change with its effects, and efforts to prevent risks related to industry, technology, health, and climate change. Geography subjects in the 2nd grade of secondary school (6th grade) in Turkey are related to maps and geographical location, geographical characteristics of Turkey, human geography of Turkey, and climates.

Table 7: Secondary School History-Geography Course Curriculum Geography-related themes and topics for 3rd-grade and 4th-grade levels

Geography			
Secondary School 3rd Grade		Secondary School 4th Grade	
<p>Theme -1: Urbanization in the world</p> <ul style="list-style-type: none"> - Spaces and areas of urbanization: Central and peripheral geographies - Cities connected unequally to globalization networks <p>Theme -2: International human mobility</p> <ul style="list-style-type: none"> - A world of migrants - Tourism and tourist destinations 	<p>Theme -3: Spaces Transformed by Globalization</p> <ul style="list-style-type: none"> - Seas and Oceans: A world of seas - Adaptation of the territory of the United States of America to the new conditions of globalization - Dynamics of major geographical regions of Africa (West Africa, East Africa, South Africa) 	<p>Theme -1: Regional Dynamics of Contemporary France</p> <ul style="list-style-type: none"> - Urban areas, the new geography of globalizing France - Productive spaces and their evolution - Low population density areas (rural areas, mountains, sparsely urbanized tourism sectors) and their advantages <p>Theme -2: Why territorial development? and How does territorial development occur?</p> <ul style="list-style-type: none"> - Development at all levels that responds to increasing inequalities among French territories. - French overseas territories: A special topic 	<p>Theme -3: France and the European Union</p> <ul style="list-style-type: none"> - European Union, a new region of reference and belonging - France and Europe in the world

As can be seen in Table 7, there are three themes related to geography at the 3rd-grade level of secondary school in the History-Geography Curriculum taught in secondary schools in France. These themes focus on urbanization, human mobility, globalization, and the effects of globalization. The first theme titled "Urbanization in the world", covers subjects such as the spaces and areas of urbanization, central and peripheral geographies, and cities connected unequally to globalization networks. The theme titled "International human mobility" covers subjects such as migration, immigrants, tourism, and tourism venues. The final theme of the 3rd grade, "Spaces transformed by globalization", focuses on subjects such as the seas, and oceans, the adaptation of the territory of the United States to the new conditions of globalization, and the dynamics of large geographical regions of Africa (West Africa, East Africa, and South Africa).

As can be seen in Table 7, there are three themes related to geography at the 4th-grade level of secondary school. The first of these themes is titled "Regional Dynamics of Contemporary France". In this theme, it was determined that the focus was on the geography of France. The theme covers subjects such as urban areas, the new geography of globalizing France, productive spaces and their evolution, areas with low population density (rural areas, mountains, sparsely urbanized tourism sectors), and their advantages. In the 4th year, which is the final year, of secondary school, the second theme titled "Why territorial development and How does territorial development occur?" focuses on territorial development, addressing inequalities between territories and discussing overseas territories. In the theme titled "France and the European Union", two topics such as the European Union, a new region of reference and belonging, and France and Europe in the world are discussed.

It is seen that the 3rd grade geography subjects in secondary school in France are related to urbanization, city life, living spaces in the city, migration, tourism, globalization, and Africa. The reason for including a specific topic related to the geography of Africa at the 3rd-grade level is due to France's colonial activities in Africa. Secondary school 3rd grade (7th grade) geography subjects in Turkey are related to life on earth, population, migration, settlement, and freedom of movement.

Secondary school 4th-grade geography subjects in France are related to the geography of France and the geography of the European Union. In Turkey, geography subjects are not taught at the 4th grade (8th grade) level of secondary school.

3.4. Findings on the Learning-Teaching Process and Evaluation in the History-Geography Course Curriculum

In the Curriculum of the History-Geography Course taught in secondary schools in France, it is underlined that this course should be carried out mostly based on concrete situations and within the framework of the analysis of these situations. It is emphasized that these discussions or negotiations, which should be held in the context of certain rules, are very important. It is stated that these discussions will help students to understand their perspectives towards democratic and social values and to experience them in the classroom environment. It is stated that the teaching methods and techniques chosen by the teacher should be aimed at gaining skills such as exchanging information, receiving information, creating summary information, and formalizing information. It is emphasized that methods and techniques should be used to enable students to exchange ideas, collaborate, and clash ideas in an appropriate framework in the History and Geography course. In the curriculum, it is underlined that the teachers should take into account their pedagogical responsibility, the guidelines contained in the Curriculum of the History-Geography Course, and the characteristics of their students

when determining the teaching process. Table 8 shows the teaching methods and techniques that are mostly recommended in the curriculum.

Table 8: *Teaching Methods and Techniques Recommended in the History-Geography Course Curriculum*

Teaching Methods and Techniques Recommended in the History-Geography Course Curriculum	
Method	Techniques
✓ <i>Problem-solving</i>	✓ <i>Debate</i>
✓ <i>Discussion</i>	✓ <i>Q&A</i>
✓ <i>Explicating</i>	✓ <i>Produce an idea</i>
✓ <i>Case study</i>	✓ <i>Brainstorming</i>
	✓ <i>Speech Circle</i>

As can be seen in Table 8, the History-Geography Curriculum recommends teaching methods and techniques are more student-centered. In the context of the aims and content of the curriculum, it is aimed to create democratic environments where students can express their thoughts and witness different ideas. In addition, methods and techniques are recommended to help students gain the ability to be respectful and tolerant of the feelings and thoughts of others.

It was observed that there is no separate section for evaluation in the History-Geography course curriculum taught in secondary schools in France. However, it was determined that the curriculum includes recommendations related to assessment in the learning-teaching process section for teachers. In these recommendations, it was emphasized that in addition to written exams, process-oriented and performance-based evaluations should also be used. It was underlined that in addition to the academic knowledge of the students, their democratic skills, cooperation skills, and debating skills should also be measured. In this regard, it is stated that performance- and observation-based evaluations will be useful.

4. DISCUSSION and CONCLUSION

It was determined that the History-Geography course is taught in all grade levels of secondary schools in France. In the 1st, 2nd, and 3rd grades of secondary school, a total of 3 hours per week is allocated to the Ethics and Citizenship Education course and the History-Geography course, and in the 4th grade of secondary school, a total of 3.5 hours per week is allocated. In both the History-Geography Course Curriculum and the Ethics and Citizenship Education Course Curriculum, teachers are recommended to allocate one-third of the total 3 hours (3.5 hours in the last year of secondary school) allocate to two courses to the ethics and citizenship education course. The content of the History-Geography Course Curriculum was examined, and it was concluded that it is overloaded. Considering the cosmopolitan structure of France, it is thought that the History-Geography course is also very important for France. In a study conducted by Kara (2022b), interviews were conducted with History-Geography teachers, and it was concluded that teachers find the class hours to be insufficient. Teachers stated that since the class hours were not enough, they taught History-Geography in the time allocated to the Ethics and Citizenship Education course. They stated that this situation also had a negative impact on the Ethics and Citizenship Education course. The findings of the study conducted by Stroet, Opendakker, and Minnaert (2015) also indicate that the duration of the History-Geography class is not sufficient. Similar conclusions have been reached in studies by the French Ministry of

Education (2007), Alais, Bozec & Cham (2016), Marchand (2002), Lebrun and Niclot (2012), Husser (2017), and the Committee on the Evaluation and Control of Public Policies of the French National Assembly (2021).

It was determined that the skills were first presented in the History-Geography Course Curriculum, and then the themes, topics, learning content, and methods related to history were included in the curriculum respectively. It was observed that skills are listed first, followed by the topics related to history and geography for each theme, and then the learning content and method for these topics are described. It was observed that there is no separate section for evaluation in the curriculum. Grandner (2021), Lebrun and Niclot (2012), Berberi (2015), and Menard (2019) also found similar findings on the general structure of the History-Geography Curriculum. The skills included in the History-Geography Curriculum were examined, and it was observed that skills such as time perception, geographical location and positioning, reasoning, acquiring information in the digital world, understanding and analyzing documents, understanding and using the languages used in history and geography, and collaboration are emphasized more prominently. When the content of the curriculum was examined, it was concluded that the content was arranged separately according to grade levels. In addition, it was determined that the content section first included themes and topics related to history and then themes and topics related to geography. It was observed that the subjects of history are given in chronological form from the formation of humanity to the present day. It was determined that the historical content, organized in a chronological flow from the past to the present, primarily focuses on the history of France and Europe, while there is some mention of the Ottoman Empire, the Chinese Han Dynasty, and the emergence of the Islamic religion, albeit to a lesser extent. It can be stated that the subjects of history are mostly French and Eurocentric. Considering the multicultural and cosmopolitan nature of France, the fact that the content on the history of different societies is quite limited can be seen as a shortcoming. Because, individuals from diverse historical and cultural backgrounds within a country engaging in learning about their own history and culture will accelerate the integration processes in France. Ignoring the cultures of minority groups can lead to assimilation. This would constitute a violation of human rights. Knibiehler (2018) and Todorov (2022) have also concluded in their study that the History-Geography Curriculum being implemented in France ignores different cultures, which supports the findings of this study.

When the themes and topics related to history in the curriculum are examined, it was observed that a one-sided perspective prevails in some chapters and these chapters are far from a scientific point of view. For example, in the first theme of the final year of middle school titled "Europe: The Scene of the Total Great World Wars (1914-1945)," the subject titled "Civilians and Soldiers in World War I" is presented solely through the lens of the 1915 Armenian Events, and these events were referred to as "genocide" in a manner that lacks any scientific validity. It was determined that the historical background of Turkish-Armenian relations was not included and only the developments that took place between 1914 and 1918 were included. In addition, it was seen that no information was given about the Relocation and Settlement Law enacted in 1915. It was reported that the Turks held the Armenians responsible for the defeat on the Sarıkamış Front and therefore had a negative attitude towards the Armenians. It was concluded that the scientific foundations of the content given for Turkish-Armenian relations were quite weak and did not reflect different perspectives. In addition, it was determined that the methods of denial, misleading, fixing to a certain event, intentionally skipping, and exploiting for other purposes are used in the curriculum to abuse or distort history. In the study conducted by Öztürk, Katılmış, and Kara (2022), French history and geography textbooks were examined, and it was found that the sections related to World War I and the Armenian Question contained unscientific information,

historical misuse, derogatory expressions about Turkish history, and that the textbooks lacked objectivity. The results of the study conducted by Öztürk, Katılmış & Kara (2022) support the findings of this study.

In the content section of the curriculum, it is seen that the themes and topics created for geography subjects are organized with a universal understanding to cover all regions, not only France or Europe. When evaluated from this point of view, it was concluded that it differs from historical subjects.

In the Curriculum of the History-Geography Course taught in secondary schools in France, it is underlined that this course should be carried out mostly based on concrete situations and within the framework of the analysis of these situations. It is emphasized that these discussions or negotiations, which should be held in the context of certain rules, are very important. It is stated that these discussions will help students to understand their perspectives towards democratic and social values and to experience them in the classroom environment. It is stated that the teaching methods and techniques chosen by the teacher should be aimed at gaining skills such as exchanging information, receiving information, creating summary information, and formalizing information. Alais, Bozec, and Cham (2016) found that teachers in France who teach ethics and citizenship education find student-engaging teaching methods and techniques such as active listening, discussion, and theater to be useful. In the studies conducted by Grandner (2021) and Ersoy (2007), it was concluded that the teachers of the History-Geography course frequently used the discussion method. The results of the studies conducted by Grandner (2021) and Ersoy (2007) support the findings of this study.

Based on the findings and results of the study, the following recommendations can be made regarding the History-Geography Curriculum taught in secondary schools in France:

- Studies conducted on the History-Geography course taught in France emphasize that the allocated time for this course is insufficient. In this regard, the weekly course hours of the History-Geography course can be increased.
- It was determined that the content of the History-Geography Course Curriculum is mostly related to France and Europe, geographical and historical issues related to different cultures, regions, countries, and nations in the world are not given enough space, and even the local cultures in France are not mentioned. In this regard, including more information about the history and culture of different societies in the curriculum is recommended.
- It was determined that a biased attitude is displayed towards some historical topics in the History-Geography Curriculum, deviating from a scientific and objective perspective, and engaging in unfounded defamation of one nation to promote another nation's interests. Similar findings have been observed in some scientific studies in the relevant literature. In this regard, it is recommended that the content of the History-Geography Curriculum taught in middle schools in France be written in a more objective and scientific language.

Researchers' Contribution Rate Statement

The researchers contributed equally to the study.

Conflict of Interest Statement

There is no conflict of interest among the researchers.

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