

The try which makes physical geography enriched and makes the geography B curriculum new.

FUKADA, Daisuke¹ ; AOKI, Kunihiro^{1*}

¹Nihon Univ. BUZAN high school & junior high school

A new curriculum was conducted in a main school from the previous fiscal year. At most 12 units per 3 years of geography B could be taken by a new curriculum, and I decided to make the learning contents deepen.

It's "Physical geography is explained even more than now in politeness and specifics." that I put emphasis by syllabus planning for 3 years.

There are 3 reasons that this judgement was done.

The 1st reason is because I thought understanding of agricultural geography and industrial geography became easy when a natural environment could be understood. This way of thinking is advocated from the past and is the general way of thinking from which a geography is learned. How to advance it along the contents of a textbook isn't being done by the new syllabus planning made this time. It was made "geomorphology, industrial geography, climatology, agricultural geography". A physical environment and human activity make them understand that I have a relation, and I'd like to make a geographical basic way of thinking fixed. I have started geography A at the same time concurrently with geographical B. It was set as "rural geography and urban geography, ethnic conflict, environmental issue, population geography" by geography A. These contents aren't also unrelated to physical geography, so there is an intention to make a basic way of thinking and learning method fixed.

The 2nd reason is because the student who tries to remember terminology twice had problem consciousness to be increased when the same terminology appeared beyond the field. 1 of the characteristics of the geography is to be able to talk beyond the field by 1 of terminology. This is necessary to learning of topography science in particular. When it wasn't shown many times where terminology of physiography was used in particular, I found out that a word isn't understood. If terminology is new terminology every time it comes out, it's caught, and if geographical learning is to remember, it's misunderstood. Therefore the student who can see a decline of a desire to learn goes out. I thought as the way to stop a decline of a desire to learn.

The 3rd reason is because I'd like to judge a map and a sourcebook from to deal with a topography from the early stage and show the new world.

A student seems to have a good impression to these tries. It's based on the above, and class development at the viewpoint where the physiography was made the center is announced while introducing an example.

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