

A geographical synthesis is considered about topography learning a contemplated junior high school enriches.

*Kunihiro AOKI¹

1. Nihon Univ. BUZAN High School & junior high School.

Compulsion of a geographical synthesis was decided about, and various lesson research started to be reported about the state of the new class.

But I'm thinking all geography in a junior high school is learned by the fixed premise for these reports. But this premise doesn't seem to apply to any Japanese junior high schools. So it'll be reported that I'm wrestling in other words for what is told in a geographical session of a junior high school, and what do you make them understand, and what kind of ability to bring up to do "substantial topography learning" in geography in the junior high school in the root of a geographical synthesis.

The thing I should make a junior high school student carry without exception is a concept in the location, a place and an area. A world map is seen, and the viewpoint which judges an area from what happens to the physical relationship which can be put in the continent where a country belongs to what happens to the one by which a country is everywhere or the physical relationship with Japan is controlled, and I'm thinking the location of each country is the power of the student, and the one which can be shown or this is the problem which is most. Therefore I'm thinking not to go to an enlarged drawing in a country and an area immediately, but the way which is drawing near in a country and an area while being always conscious of the physical relationship with Japan is right when making a map open in a session.

A page consists of order of the natural environment, the history, the culture, the industry and the theme an area holds for most textbooks, but when this order is made vertical division, only terminology falls the class of the question-and-answer session type, and precedes. After being conscious that the various characteristics are related each other mutually, I have to teach, a student begins to consider the memorization type, and passes away in relation to the location and an area, and it becomes difficult that an area is understood by a global viewpoint. Therefore I'm thinking the class development which is getting new knowledge using learned knowledge and is making them apply to other areas is desirable. While learning some areas and countries, I'm thinking it's also necessary that the area different suddenly and a country talk and confirm whether the contents can be related.

It's proposed it's based on these, and how to make topography learning of a junior high school enrich for a geographical synthesis.

Keywords: Map, Topography