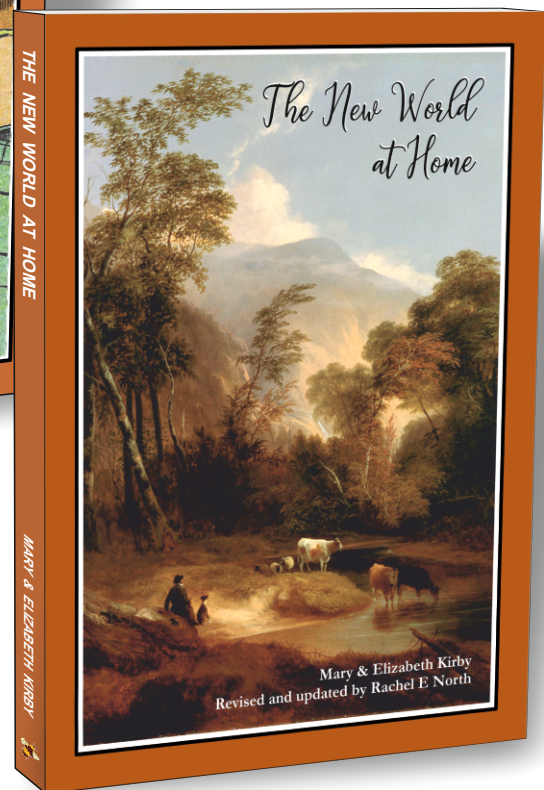


# Teacher's Guide and Lesson Plan Geography 1.1



## Charlotte Mason BEEHIVE



Includes step-by-step lesson plans for a 36 week school year; physical geography lessons; and lessons for making landforms in a tray of sand.

*Teachers' Guide and Lesson Plan*

# Geography 1.1

BY

RACHEL E. NORTH



CHARLOTTE MASON BEEHIVE  
MELTON MOWBRAY

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2022

**Geography 1.1: Teacher's Guide and Lesson Plan**

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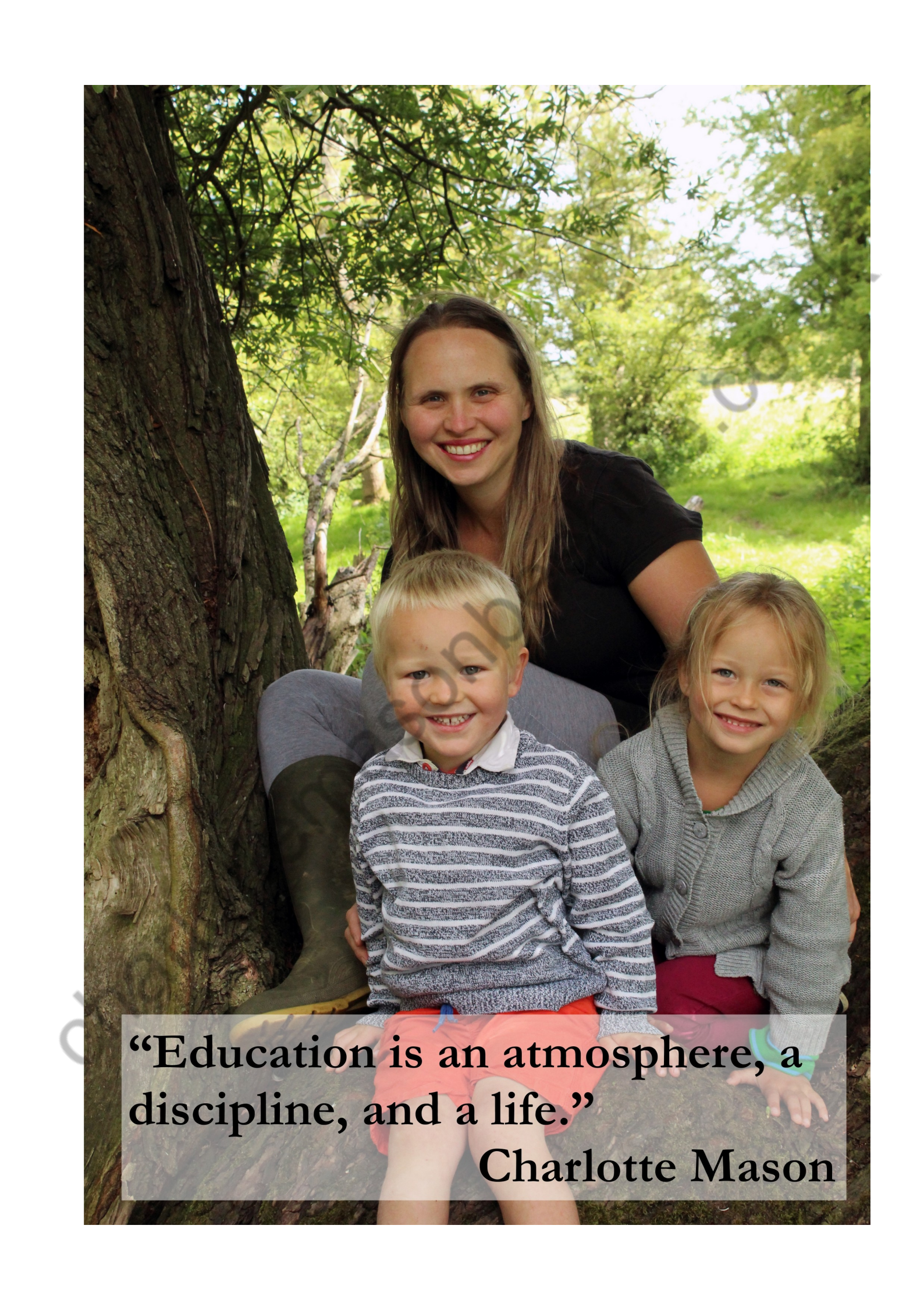
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A photograph of a woman with long blonde hair, smiling, sitting on the ground in a forest. She is wearing a black t-shirt and grey leggings. Two young children are sitting in front of her. The child on the left is a boy with blonde hair, wearing a grey and white striped sweater and orange shorts. The child on the right is a girl with blonde hair, wearing a grey cardigan and red pants. They are all smiling. The background is a lush green forest with trees and foliage. A large tree trunk is visible on the left side of the image.

**“Education is an atmosphere, a discipline, and a life.”**

**Charlotte Mason**



# Introduction



THANK YOU for purchasing Charlotte Mason Beehive's *Geography Curriculum, 1.1*. This course is intended for pupils in Form IB, the first year of formal lessons in a Charlotte Mason education. This form is roughly equivalent to U.K. School Year 2. Children in this form are usually six years old.

## WHO WE ARE

CHARLOTTE MASON BEEHIVE is a small family-run business. Founded upon the methodology of Victorian educator Charlotte Mason and the work of the Parents' National Education Union (P.N.E.U.), we provide content and educational resources with a view to enabling parents and educators to deliver an authentic, no-fuss living education for their students.

The culmination of several years of research, passion, and inspiration, countless hours have been spent studying Charlotte Mason's own words and the old programmes of the P.N.E.U. to develop a full-bodied and authentic programme of work suitable for children of the twenty-first century. As our resources have been created first and foremost with a view to our own children's living education you can rest in the assurance that it is quite literally "a labour of love".

Like Charlotte Mason herself, we hold to a Judeo-Christian world view and are committed to delivering an education steeped deeply in the truths of the Gospel.

Where possible we print our own lesson books and provide all materials necessary to fulfil the course of study laid out within our programmes. This helps keep costs low whilst also fulfilling our commitment in helping parents provide a living education for their children without the need to invest in an endless array of additional resources.

## FORM I GEOGRAPHY SCOPE AND SEQUENCE

FORM I is made up of three school years. The first year is called Form IB and the students in this form will normally be six years old. *Geography 1.1* is intended for this form, and introduces students to a broad view of the world outside their own front doors. Through short sketches, tales, and anecdotes they will get a glimpse of the beautiful, diverse, and vast universe God has created, and will be introduced to all manner of interesting people, animals, plants, and landscapes. Simplistic though this initial introduction may be, its effect on the children must not be understated, for such stories as those presented in the books assigned for this year ignite the imaginations of little ones everywhere and leave them with a taste, a desire, and a yearning curiosity to know more.

In *Geography 1.1* the children will spend considerable time in the Americas. From the Far North to the deep forests of South America they will be introduced to all manner of fascinating cultures, creatures, and plant life. Further more they will travel through the United Kingdom, Europe, Asia,

and the Middle East, visiting exotic places such as Tibet, Australia, and Iran. It is an exciting and worthwhile adventure which we cannot wait to share with you.

After the students complete one year in Form IB they move up to Form IA (ages 7 & 8). This form is made up of two years and is where the children will begin reading more detailed accounts of not only their own country, but also of lands over the sea., as laid out in *Geography 1.2* and *Geography 1.3 (coming soon)*.

Although it is not altogether necessary to progress through the curriculum in numerical order, and if you have students in Form IA and B you may wish to combine them for Geography, we do advise that students in the first year of their education begin with *Geography 1.1*. This year provides an excellent framework for continuing into the more advanced work of *Geography 1.2* and *Geography 1.3*.

### MATERIALS REQUIRED FOR GEOGRAPHY 1.1

Along with this *Teacher's Guide and Lesson Plan* you will also need the following lesson books and materials to complete the course of study laid out within (all books are available for purchase through Charlotte Mason Beehive):-

- ★ The New World at Home
- ★ Little Folk in Modern Lands
- ★ Geography Pictures for a Living Education: The New World at Home
- ★ Geography Pictures for a Living Education: Little Folk in Modern Lands
- ★ Geography Pictures for a Living Education: Physical Geography & Landforms
- ★ Geography 1.1 Outdoor Geography Handbook
- ★ A tray of sand for modelling landforms
- ★ Other items such as: some round items—ball, orange, etc.—and a pin or sticker; solar system model; world globe; torch; a skewer, or other sharp object to run through the orange; a toy vehicle with wheels that turn; a lantern, lamp, or candle; a doll; an orange with a line round the middle; a black marker

*"Thought breeds thought: children familiar with great thoughts take as naturally to thinking for themselves as the well-nourished body takes to growing; and we must bear in mind that growth, physical, intellectual, moral, spiritual, is the sole end of education." - Charlotte Mason*

# How to Use the Curriculum

This curriculum is comprised of one hundred and eight lessons and is designed to be used over thirty-six weeks of the year. Further arranged into three terms, each term is twelve weeks long and concludes with two examinations and one free period in the final week (included in the lesson count).

With three lessons a week, each lesson should last no longer than ten to fifteen minutes at a time. All readings have been arranged to fit easily within this time-frame with no reading expected to last longer than an absolute maximum of five to six minutes; thus leaving ample time for narration.

You may occasionally find a lesson (including narration) is completed with well over half of the lesson time left over. This is perfectly acceptable and under no circumstances should you attempt to begin a new lesson in that time.

## Living Books

Living books are vital to a Charlotte Mason education. Books, chosen with the utmost care and precision, and written in such a way so as to capture the imaginations of the children. These books, written in an engaging, narrative style, speak to the soul of the child, providing food and nourishment for the mind.

### LESSON BOOKS

The living books assigned for the year's work are *The New World at Home*, originally written by Mary and Elizabeth Kirby under the title *The World at Home*, and *Little Folk in Modern Lands*, originally written by Hugh Laurence under the title *Little Folk in Many Lands*. Both books have been substantially updated and revised by Rachel North for the purposes of this curriculum. The reason for these updates is primarily to bring the books up to date for twenty first century students today.

As much as we love old, dusty books ourselves and believe strongly in the importance of reading books from a time far removed from our own, when it comes to reading for the purposes of "school" or gaining knowledge of the world we live in, we recognise that our students deserve to be presented with accurate and current information. It is for this reason that, whilst treating the text with great respect, we have made careful edits and revisions, removing offensive terminology, correcting factual errors, and adding new content as appropriate. We have attempted to do all this whilst fully maintaining the spirit and style in which the original books were written.



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# Term 1

3 LESSONS/WEEK | 10 MINUTES

## MATERIAL NEEDED

- ★ The New World at Home, by Mary and Elizabeth Kirby (Revised by Rachel E. North)
- ★ Little Folk in Modern Lands, by Hugh Laurence (Revised by Rachel E. North)
- ★ Geography Pictures for a Living Education: The New World at Home
- ★ Geography Pictures for a Living Education: Little Folk in Modern Lands
- ★ Geography Pictures for a Living Education: Physical Geography & Landforms
- ★ Geography 1.1 Outdoor Geography Handbook
- ★ Tray of sand for modelling (or clay or salt dough)
- ★ World maps and/or an atlas
- ★ Additional physical geography supplies: some round items—*ball, orange, etc.*—and a pin or sticker; solar system model; world globe

## PROGRAMME OF WORK

### The New World at Home

Chapters 1–17

*[Indigenous people and animals of the Frozen Zone; the equator; the northern lights; search for the North-West Passage; volcanoes in Iceland; the Gulf Stream]*

### Physical Geography

Lessons from Miss Mason's *Elementary Geography* are included in the Lesson Plan.

*[The shape of the Earth; the sun, moon, and stars; the solar system]*

### Outdoor Geography

Lessons to be taken in the afternoons:

*[The shape of the world; heat and cold; dew, fog and mist]*

### Little Folk in Modern Lands

Chapters 1–6

*[The British Isles; Europe (France; The Netherlands; Germany; The Alps; Italy; Norway)]*

### Practical Geography

Make models of landforms out of sand, clay, or salt dough.

*[Islands, Archipelago, Isthmus, Strait, Coves & Bays, Gulf]*

# Lesson Plan at a Glance

<b>Week 1</b>	<b>Lesson 1</b> The New World at Home <i>The Tower to Reach the Sky</i> , pp. 9–10	<b>Lesson 2</b> Little Folk in Modern Lands <i>Our Island Home</i> , pp. 8–12	<b>Lesson 3</b> Practical Geography: Landforms <i>Islands</i>
<b>Week 2</b>	<b>Lesson 4</b> The New World at Home <i>Something about the Weather</i> , pp. 10–13	<b>Lesson 5</b> The New World at Home <i>The Red Light in the Sky</i> , pp. 13–15	<b>Lesson 6</b> Physical Geography <i>The Shape of the World</i>
<b>Week 3</b>	<b>Lesson 7</b> The New World at Home <i>The Man Drawn by Dogs</i> , pp. 15–17	<b>Lesson 8</b> Little Folk in Modern Lands <i>France</i> , pp. 13–16	<b>Lesson 9</b> Practical Geography: Landforms <i>Archipelago</i>
<b>Week 4</b>	<b>Lesson 10</b> The New World at Home <i>The Seal</i> , pp. 17–19	<b>Lesson 11</b> The New World at Home <i>Houses Made of Snow</i> , pp. 20–22	<b>Lesson 12</b> Physical Geography <i>Our World and Other Worlds, Part I</i>
<b>Week 5</b>	<b>Lesson 13</b> The New World at Home <i>The Fierce White Bear</i> , pp. 22–23	<b>Lesson 14</b> Little Folk in Modern Lands <i>The Netherlands</i> , pp. 17–22	<b>Lesson 15</b> Practical Geography: Landforms <i>Isthmus</i>
<b>Week 6</b>	<b>Lesson 16</b> The New World at Home <i>The Whale</i> , pp. 23–25	<b>Lesson 17</b> The New World at Home <i>A Fight with the Walrus</i> , pp. 25–27	<b>Lesson 18</b> Physical Geography <i>Our World and Other Worlds, Part II</i>
<b>Week 7</b>	<b>Lesson 19</b> The New World at Home <i>The Reindeer Herder</i> , pp. 27–30	<b>Lesson 20</b> Little Folk in Modern Lands <i>Germany</i> , pp. 23–26	<b>Lesson 21</b> Practical Geography: Landforms <i>Strait</i>
<b>Week 8</b>	<b>Lesson 22</b> The New World at Home <i>Ships Set Fast in the Ice</i> , pp. 30–33	<b>Lesson 23</b> The New World at Home <i>Floco and his Ravens</i> , pp. 34–37	<b>Lesson 24</b> The New World at Home <i>The Water that Spouts &amp; Boils</i> , pp. 37–38
<b>Week 9</b>	<b>Lesson 25</b> The New World at Home <i>Mount Hekla</i> , pp. 38–41	<b>Lesson 26</b> Little Folk in Modern Lands <i>The Alps</i> , pp. 27–28	<b>Lesson 27</b> Practical Geography: Landforms <i>Coves &amp; Bays</i>
<b>Week 10</b>	<b>Lesson 28</b> The New World at Home <i>The Eider Duck</i> , pp. 41–42	<b>Lesson 29</b> The New World at Home <i>The Gulf Stream</i> , pp. 43–45	<b>Lesson 30</b> Little Folk in Modern Lands <i>Italy</i> , pp. 31–32
<b>Week 11</b>	<b>Lesson 31</b> The New World at Home <i>The Polar Sea</i> , pp. 45–46	<b>Lesson 32</b> Little Folk in Modern Lands <i>Norway</i> , pp. 34–37	<b>Lesson 33</b> Practical Geography: Landforms <i>Gulf</i>
<b>Week 12</b>	<b>Examination 01</b> <i>Geography Reader</i>	<b>Examination 02</b> <i>Physical Geography</i>	<b>Free Period</b>





## Week 1 – Lesson One

Geography Reader: The New World at Home

The Tower that was to Reach the Sky, pp. 9–10 | Approx. Reading Time: 2–3 minutes

Geography Pictures: The New World at Home, p. 7 (No. 01)

### Materials Required

- ★ The New World at Home
- ★ Geography Pictures: The New World at Home

### Method of Lesson

1. Tell your students that over the course of the year they will be reading about foreign lands all over the world during their geography lessons. They will hear about all the different people, the animals, the flora and fauna, that make up so much of God's wonderful creation. Explain that they will need to listen carefully and that at the end of each lesson they will be required to narrate [tell back] what they have heard.
2. Explain that they are going to begin at the very beginning, with an event that took place a long, long time ago. It is a story they likely know very well for it has come straight from The Holy Bible, and tells of a significant event that took place thousands of years ago. It is the story about the Tower of Babel. Ask them what they know about this tower.
3. Have your students open *Geography Pictures for a Living Education: The New World at Home* to page 7. Have them make careful study of the picture (No. 01) and explain that this is a very famous depiction of the Tower by an artist called Hendrik von Cleve III.
4. Read "The Tower that was to Reach the Sky".

5. Once you have finished the reading, ask your students to close *Geography Pictures* and tell back what they have heard from the lesson in their own words.
6. If time allows, you may wish to discuss the story and the picture in more detail.



## Week 1 – Lesson Two

Geography Reader: Little Folk in Modern Lands  
Our Island Home, pp. 9–12 | Approx. Reading Time: 5 minutes  
Geography Pictures: Little Folk in Modern Lands, pp. 5–9 (Nos. 01–05)

### Materials Required

- ★ Little Folk in Modern Lands
- ★ Geography Pictures: Little Folk in Modern Lands
- ★ A world map and/or map of Europe (*particularly* the British Isles)

### Method of Lesson

1. Tell your students that in this lesson they are going to embark on a journey around the world to meet some of the little children who live in foreign lands. Whilst visiting these other lands, they will hear stories that involve the little children who live in far away places—some stories will be legendary, some historical. Tell them that we are going to begin our journey right where we are now: from our own special island home.
2. Ask your students to open up their maps and locate Great Britain.
3. Have them find London, explaining that London is the capital city of England, and will be the starting point of their journey.

From here they will follow the winding river Thames and will pass over the Black Country in the west (*located in the West Midlands, the Black Country may not be labelled on the map. It is largely made up of the boroughs of Dudley, Walsall, Wolverhampton, and most of Sandwell*); they will then follow the Pennine Hills up the middle of England and into Scotland where they will hear about the River Clyde, and then cross over the sea to Ireland in the west. From there, after journeying across Ireland, they will travel back over to England via the Celtic Sea, and end their journey in Lands End at the very southern tip of England.

Have them trace this journey on the map, locating each landmark in turn, before the reading.

4. Now, read 'Our Island Home' carefully, allowing your students time to retrace the journey on the map during the reading.
5. Once you have finished the reading, ask your students to put aside their maps and tell back what they have heard from the lesson in their own words.
6. Now, have them open *Geography Pictures: Little Folk in Modern Lands* on page 5. Have them make careful study of the pictures up to page 9 (Nos. 01–05), which will help flesh out the lesson.
7. If time allows, you may wish to discuss the reading and the pictures in more detail.



## Week 1 – Lesson Three

Physical & Practical Geography

Landforms: Islands

Geography Pictures: Physical Geography & Landforms, p. 16 (Nos. 01 & 02)

### Materials Required

- ★ Geography Pictures: Physical Geography & Landforms
- ★ A tray of sand, clay, or salt dough (for modelling)
- ★ A world map, and/or map of the British Isles

### Method of Lesson

1. Tell your students that today they are going to learn about islands and will get to make a model of one out of sand (or clay, or salt dough).
2. Ask your students to describe an island. Explain that an island is a piece of land which is completely surrounded by water.
3. Now, have them open *Geography Pictures: Physical Geography & Landforms* to page 16 (Nos. 01 & 02) and observe the examples shown.
4. Ask your students if they know the names of any islands, or where any are located. Explain that although we often think of islands as quite small pieces of land bobbing about in the sea, some islands are quite large. Any examples? (*Great Britain; Ireland; etc.*).
5. Have them open their map or atlas and look at some of the smaller islands surrounding Great Britain (*Isle of Wight, Isle of Man, Shetland Islands, etc.*).



6. The rest of the lesson should now be spent modelling an island out of sand (or clay, or salt dough). Their model should be of an actual island as seen on the map or in *Geography Pictures*. Encourage attention to detail.
7. Let them talk to you about their model, recapitulating the description of an island.



## Week 2 – Lesson Four

Geography Reader: The New World at Home  
Something about the Weather, pp. 10–13 | Approx. Reading Time: 3–4 minutes  
Geography Pictures: The New World at Home, pp. 8–10 (No. 02–No. 04)

### Materials Required

- ★ The New World at Home
- ★ Geography Pictures: The New World at Home
- ★ A world map

### Method of Lesson

1. Ask your students to recall what they discussed in their geography lessons last week (*the Tower of Babel; journey across England, Scotland and Ireland; islands*).
2. Explain that the world is divided into separate zones, which they can see on page 10 of *Geography Pictures: The New World at Home*, and that in today's lesson they will be learning more about these zones and how some zones are a lot colder or hotter than others. Ask them which parts of the world they think will be hottest and coldest from the picture.
3. Now, have the students open up the map of the world and while they are looking at the pictures and map, read 'Something about the Weather'. During the reading your students may study the pictures for the lesson.
4. Once you have finished the reading, ask your students to put away the map and pictures and tell back what they have just heard in their own words.
5. If time allows, you may wish to discuss the lesson and the pictures in more detail.



## Week 2 – Lesson Five

Geography Reader: The New World at Home  
The Red Light in the Sky, pp. 13–15 | Approx. Reading Time: 2–3 minutes  
Geography Pictures: The New World at Home, p. 11 (No. 05)

### Materials Required

- ★ The New World at Home
- ★ Geography Pictures: The New World at Home
- ★ A world map

### Method of Lesson

1. Ask your students to recall what they learnt about the different world zones in their last lesson (*Torrid Zone; Frozen Zone; Equator; 'passing under the line', etc.*).
2. Tell them that for the rest of the term they are going to be learning about the people, animals, and natural phenomena in the Frozen Zone, or Frigid Zone as it is often called, the area way up north near the North Pole, where the ocean is full of ice and the sun is not seen for months at a time.
3. Have them locate the Frozen Zone on the map. They can open *Geography Pictures: The New World at Home* to page 11 at this point too.
4. While they are looking at the pictures and map, read 'The Red Light in the Sky'. During the reading your students may study the picture that goes along with the lesson.
5. Once you have finished the reading, ask your students to put away the map and pictures and tell back what they have just heard in their own words.
6. If time allows, you may wish to discuss the lesson and the picture in more detail.



## Week 2 – Lesson Six

Physical & Practical Geography | Oral Lesson: The Shape of the World  
Geography Pictures: Physical Geography & Landforms, p. 6 (No. 01)  
Poetry: 'How all Things Praise the Lord', p. 128

This lesson can be taught in your own words, using the text in quotation marks, as a guide. The quoted text is largely taken from Charlotte Mason's *Elementary Geography*. The poetry does not need to be read during the lesson unless there is enough time—it may be read at any time before or after the lesson, if desired.

### Materials Required

- ★ Geography Pictures: Physical Geography & Landforms
- ★ Some round items (*ball, orange, etc.*), and a pin or sticker
- ★ A world globe (*optional*)

### Method of Lesson

1. Tell your students that today they are going to learn about the world they live in. Explain the fullness of the world that is their home and how for centuries people thought the world was flat and were afraid they would fall off the edge of it.

“Perhaps you have not yet thought much about places far from the town or village where your home is. No doubt you have heard of the wonderful sights of London, if you have not seen them, and you know that London and many other towns are in our own country, England. Perhaps, too, you have friends who have travelled, and who speak of far-away places they have seen. And you may have thought, as you listened, how very big the world must be to hold so many places!

Our wonderful, beautiful world is very large and very full; with more people and places and things in it than you can ever know about. For centuries brave men have made difficult and very dangerous journeys to find out and explore the wonders of the world.

But the strange thing is, that our world must come to an end somewhere. Have you ever thought of that? It was a great puzzle to learned men who lived long ago, and who did not know so much about some things as you may learn before the end of this lesson. They knew the world was not everywhere; that the sun and moon which shine above us are not part of the world, but are a great way off. So they said, “Why do we never come to the end of the world? If we journey on over land and sea for years, surely we should come to the end then? And what is the end like? Would we fall off the edge, just as a cup might fall off the edge of a table?” ”

2. Ask your students if they know what shape the world is. How do they know this? Let them discuss the ideas presented.
3. Show your students different items which are round (a ball, orange, etc.). Ask them how they might know that the world is round without being able to see it like God can.

“At last it was discovered that people never came to the end of the world on account of its