OUTDOOR GEOGRAPHY HANDBOOK

Outdoor Geography 1.1 Handbook

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Introduction

"There are certain ideas which children must get from within a walking radius of their own home if ever they are to have a real understanding of maps and of geographical terms." Charlotte Mason, page 73 of *Home Education*.

AS part of Charlotte Mason Beehive's *Geography 1.1* curriculum, a certain amount of work each term should be carried out in the outdoors for this is where children get their first ideas on concepts such as the position of the sun; the behaviour of the weather; or the direction of the wind. It is in the outdoors where all the everyday mysteries of God's creation will be made known, and where the children will gain an understanding of geographical phenomena through first hand observation.

With this in mind, this little handbook has been designed especially for use with *Geography 1.1*, and covers concepts such as the position of the sun, wind and wind direction, rain, hail, fog, mist, and dew, temperature, water, and rainbows.

For the most part lessons have been adapted from *Outdoor Geography*, by Herbert Hatch, a resource recommended by Charlotte Mason in her original P.N.E.U. programmes.

The lessons selected are considered complementary to the year's work, and appropriate for the age of the students.

Each lesson is recommended to be taken fortnightly where possible and have been arranged seasonally, but they do not need to be worked through in order. As many lessons are weather specific, parents

and educators should keep an eye on the weather and choose lessons as appropriate.

The handbook is designed to be easy to use for parents, and small enough to fit in your pocket for excursions into the great outdoors.

Each lesson includes a supplies list and it is recommended that parents and educators review each lesson in advance so as to prepare for it adequately.

We hope you enjoy including Outdoor Geography as part of your geography work this year.

RACHEL NORTH
May 2022

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Autumn Term

For the term's work choose a location very close to home where you can make the observations. (It could be your backyard if appropriate)

TOPICS COVERED:

- The shape of the world
- Heat and cold
- Dew, fog and mist

SUPPLIES NEEDED

- A notebook for writing down observations *(optional)*
- A bucket of cold water
- A bucket of warm water
- Stones; pieces of wood; other objects as desired
- A piece of fine muslin

- A stick of chalk
- A small object, such as a pencil or stone

WEEK 1 & 2
HEAT AND COLD

NOTE:—The following lesson has been adapted from Lesson 28 of Herbert Hatch's *Outdoor Geography*.

1. Choose a sunny, breezy day to have the children march round the garden or a playground in single file so that part of the way is in the sun, part in the shade, part in the wind, and part sheltered.

2. Have the children make the following observations:

    i. Where was it warmest and where coolest?

ii. Where does the heat come from, outdoors? *(From the sun.)*

iii. Does a wind make us warmer or cooler? *(Cooler.)* Mention the use of fans and air conditioning in hot countries.

iv. How can we keep warm in cold weather? *(By wrapping up our bodies; by exercise.)*

v. Why does walking against a strong wind make us warm? *(We have to work so hard).*

WEEK 3 & 4
OUR WORLD, PART II

NOTE:—The following lesson has been adapted from Lesson IV of Charlotte Mason's *Elementary Geography*.

Take the children outside to a point of observation, where they can look far off into the distance and the horizon can easily be seen.

1. Ask the children to recall what they learned about in their recent physical geography lesson *(the world is round; etc.)*.

2. Explain that we cannot go round the world for ourselves, but there are some

ways of knowing its shape which we can try.

3. Instruct the children to look out over all the fields and buildings, and beyond them as far as the eye can reach. Ask them to describe what they see.

4. Tell them that they will find they are in the middle of a great circle or ring. Everywhere, all round them, the world and the sky seem to touch one another.

   It is not that they really do so; but the eye can see no farther because the world everywhere beyond this circle dips down out of sight, as the sides of an orange might to a fly on the top.

All over the world, wherever anybody stands so that he can have an unbroken view, he finds himself standing in the middle of such a circle.

5. Explain that the place where the earth and sky seem to meet is called the horizon.

6. Explain that the surface of the world is everywhere rounded in this way and this is one proof that the world is round; or rather that it is a sphere, a name given to objects which are round in every direction like a ball. Globe is another name given to objects of this shape.

As the world is rounded everywhere, this roundness hides very distant objects from view, as a hill might. Thus you may sometimes see the top of an object when its lower part is hidden by the round swell.

The dome of Saint Paul's may be seen from a great distance; while the doors would be hidden by this rounding of the earth, even if there were no buildings between you and them.

7. Tell them that the best way to understand this is to stand on the sea shore and watch a ship just coming into sight from below the horizon.

The sea looks so flat, it is hard to believe there is any roundness there, and yet, something rises between you and the ship. Instead of seeing the whole of her, you see only the slight masts. The large heavy hull, the part which you would expect to show most clearly in the distance, is quite hidden from view.

What hides it? *The rounding of the waters.*

The sea, which covers part of the world's surface, has everywhere just the same curve or roundness as the land.

WEEK 5 & 6
HEAT AND COLD, PT. 2

NOTE:—The following lesson has been adapted from Lesson 28 of Herbert Hatch's *Outdoor Geography*.

SUPPLIES NEEDED

- a bucket of cold water
- a bucket of warm water

1. Have the children dip their hands into a bucket of cold water and wave them about.

2. Have them make the following observations: