

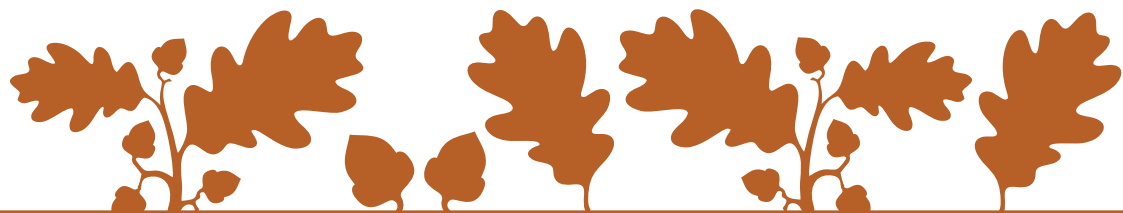
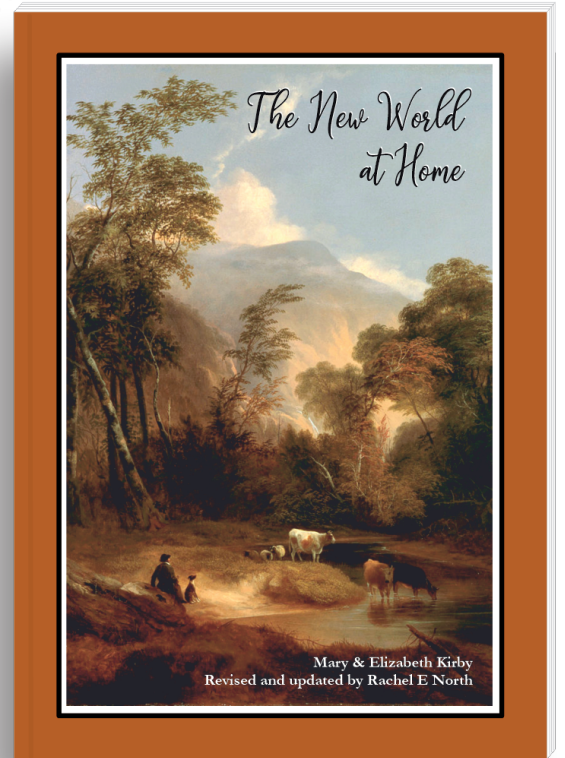
Charlotte Mason

BEEHIVE



Teacher's Guide and Lesson Plan

Geography 1.1



Charlotte Mason

BEEHIVE



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Books**



**Authentic
Charlotte Mason
Education**



**British
Curricula**



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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.). Located in the heart of rural England we provide content and educational resources with a view to enabling parents and educators to deliver an authentic, no-fuss living education in their homes.

Please visit our website for more living books, exclusive curricula, free resources, lesson plans, digital downloads, and much more.



Share your Story

We love seeing families using our products so why not share your journey with us on social media @charlottesmasonbeehive.

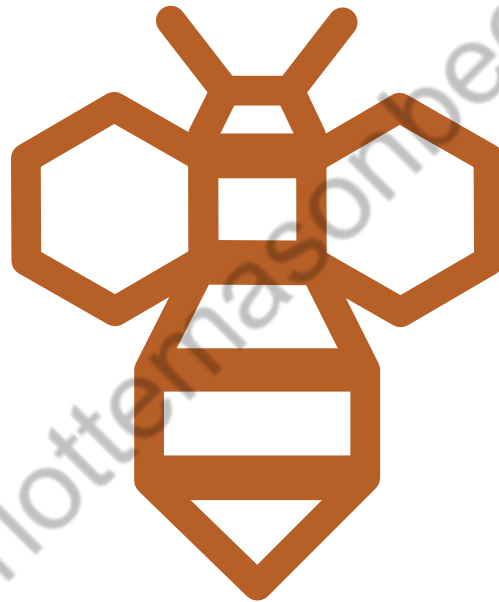


Teachers' Guide and Lesson Plan

Geography 1.1

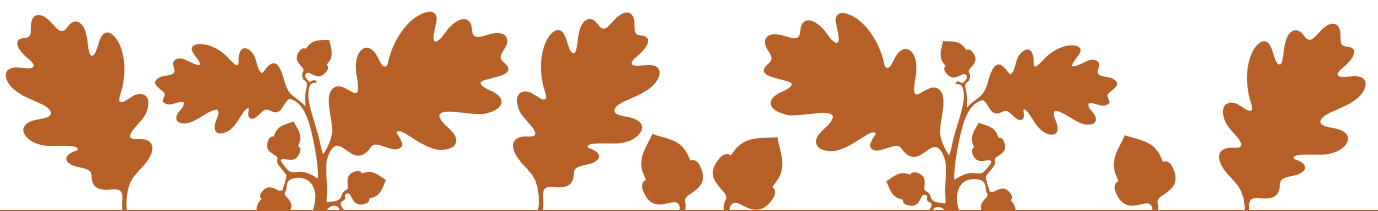
BY

RACHEL E. NORTH



CHARLOTTE MASON BEEHIVE
MELTON MOWBRAY

2024





Geography 1.1: Teacher's Guide and Lesson Plan
Second Edition

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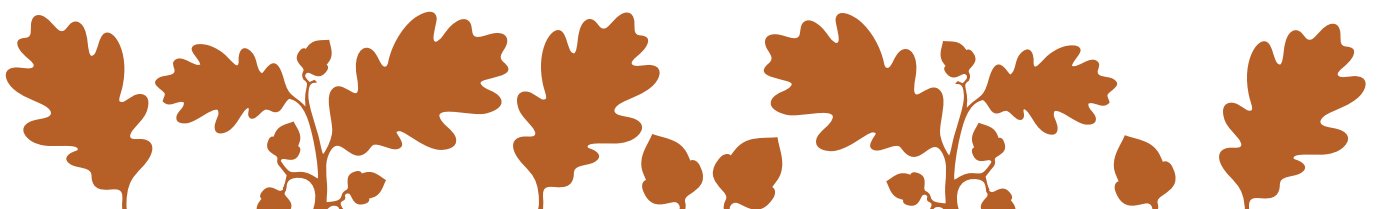



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Introduction



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 Educational 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 right here in the twenty-first century.

Living ideas are at the forefront of our philosophy here at Charlotte Mason Beehive and all our resources are created with a view to invigorate children and to fill their minds with big ideas, small ideas, great ideas, and forgotten ideas. It is not up to us to decide which ideas will speak into a child's life but we are committed to presenting these mental impressions in a way that will excite and entice, rejuvenate and rejoice our children to become the men and women God created them to be.

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 about the world around them.

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. Furthermore 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 and your students.

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.

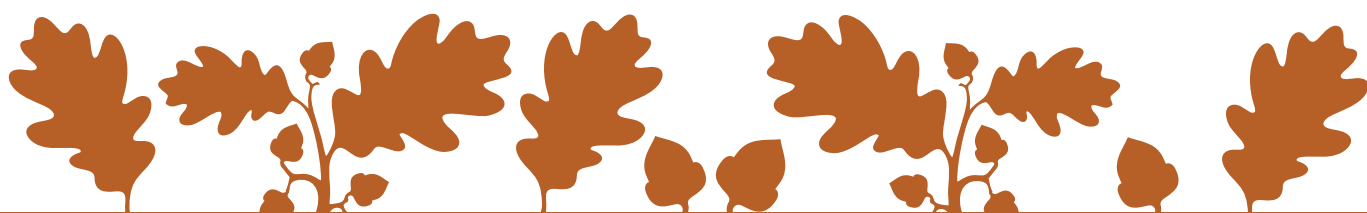
MATERIALS REQUIRED FOR GEOGRAPHY 1.1

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):-

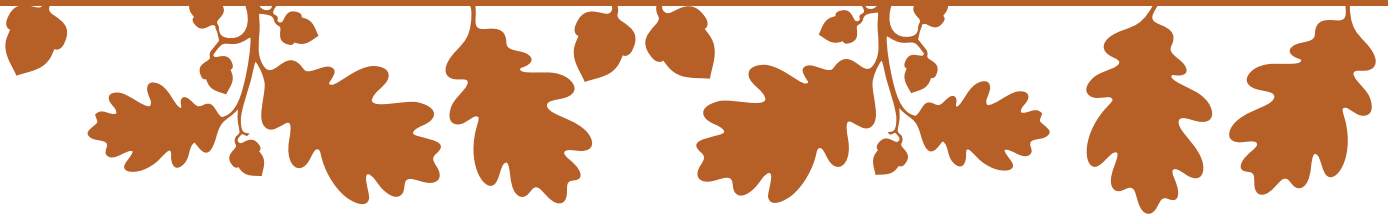
- The New World at Home
- Little Folk in Modern Lands
- Geography Pictures for a Living Education: The New World at Home
- Geography Pictures for a Living Education: Little Folk in Modern Lands
- Geography Pictures for a Living Education: Physical Geography & Landforms
- Geography 1.1 Outdoor Geography 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. The course is 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.

PICTURE BOOK COMPANIONS

GEOGRAPHY PICTURES FOR A LIVING EDUCATION is a delightful picture book series especially created to accompany students and young people studying geography through living books. For students and young

Limited preview

Some pages are omitted from this sample

Term I

3 LESSONS/WEEK | 10 MINUTES

Materials Required

- 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

<u>The New World at Home</u>	<u>Little Folk in Modern Lands</u>
Chapters 1–17 <i>[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]</i>	Chapters 1–7 <i>[The British Isles & Europe (France; The Netherlands; Germany; The Alps; Italy; Norway)]</i>
<u>Physical Geography</u> Lessons from Miss Mason's <i>Elementary Geography</i> are included in the Lesson Plan. <i>[The shape of the Earth; the sun, moon, and stars; the solar system]</i>	<u>Practical Geography</u> Make models of landforms out of sand, clay, or salt dough. <i>[Islands, Archipelago, Isthmus, Strait, Coves & Bays, Gulf]</i>
<u>Outdoor Geography</u> Lessons to be taken once a fortnight in the afternoons	

Lesson Plan at a Glance

Week 1	Lesson 1 The New World at Home <i>The Tower to Reach the Sky</i> , pp. 9–10	Lesson 2 Little Folk in Modern Lands <i>Our Island Home</i> , pp. 9–12	Lesson 3 Practical Geography: Landforms <i>Islands</i>
Week 2	Lesson 4 The New World at Home <i>About the Weather</i> , pp. 10–13	Lesson 5 The New World at Home <i>The Red Light in the Sky</i> , pp. 13–15	Lesson 6 Physical Geography <i>The Shape of the World</i>
Week 3	Lesson 7 The New World at Home <i>The Man Drawn by Dogs</i> , pp. 15–17	Lesson 8 Little Folk in Modern Lands <i>France</i> , pp. 13–16	Lesson 9 Practical Geography: Landforms <i>Archipelago</i>
Week 4	Lesson 10 The New World at Home <i>The Seal</i> , pp. 17–19	Lesson 11 The New World at Home <i>Houses Made of Snow</i> , pp. 20–22	Lesson 12 Physical Geography <i>Our World and Other Worlds, Part I</i>
Week 5	Lesson 13 The New World at Home <i>The Fierce White Bear</i> , pp. 22–23	Lesson 14 Little Folk in Modern Lands <i>The Netherlands</i> , pp. 17–22	Lesson 15 Practical Geography: Landforms <i>Isthmus</i>
Week 6	Lesson 16 The New World at Home <i>The Whale</i> , pp. 23–25	Lesson 17 The New World at Home <i>A Fight with the Walrus</i> , pp. 25–27	Lesson 18 Physical Geography <i>Our World and Other Worlds, Part II</i>
Week 7	Lesson 19 The New World at Home <i>The Reindeer Herder</i> , pp. 27–30	Lesson 20 Little Folk in Modern Lands <i>Germany</i> , pp. 23–26	Lesson 15 Practical Geography: Landforms <i>Strait</i>
Week 8	Lesson 22 The New World at Home <i>Ships Set Fast in the Ice</i> , pp. 30–33	Lesson 23 The New World at Home <i>Floco and his Ravens</i> , pp. 34–37	Lesson 24 The New World at Home <i>The Water that Spouts & Boils</i> , pp. 37–38
Week 9	Lesson 25 The New World at Home <i>Mount Hekla</i> , pp. 38–41	Lesson 26 Little Folk in Modern Lands <i>The Alps</i> , pp. 27–29	Lesson 27 Practical Geography: Landforms <i>Coves & Bays</i>
Week 10	Lesson 28 The New World at Home <i>The Eider Duck</i> , pp. 41–42	Lesson 29 The New World at Home <i>The Gulf Stream</i> , pp. 43–45	Lesson 30 Little Folk in Modern Lands <i>Italy</i> , pp. 31–33
Week 11	Lesson 31 The New World at Home <i>The Polar Sea</i> , pp. 45–46	Lesson 32 Little Folk in Modern Lands <i>Norway</i> , pp. 35–38	Lesson 33 Practical Geography: Landforms <i>Gulf</i>
Week 12	Examination 01 <i>Geography Reader</i>	Examination 02 <i>Physical Geography</i>	Free Period



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

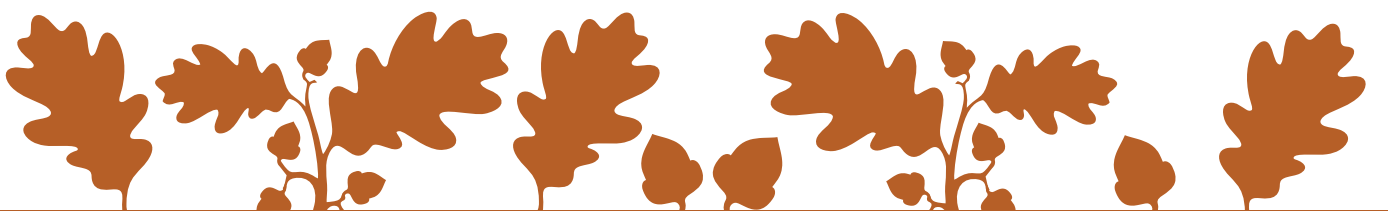
Geography Pictures: The New World at Home, p. 7 (No. 01)

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, and 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)

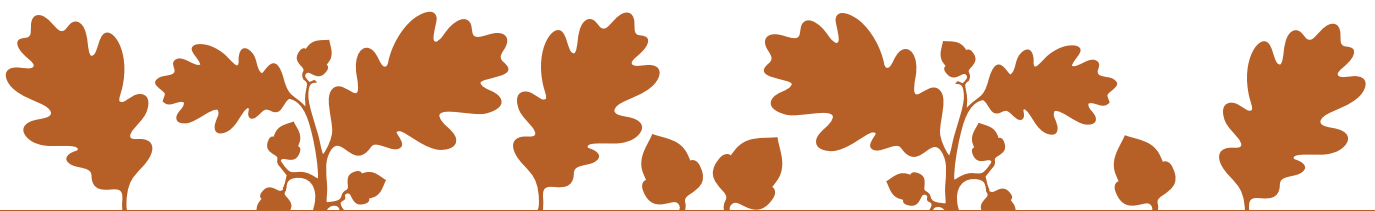
Method of Lesson

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 (or from Great Britain if you are living in a different country).
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. This will be the starting point of their journey. Have them trace this journey on the map, locating each landmark in turn before the reading, as outlined below.

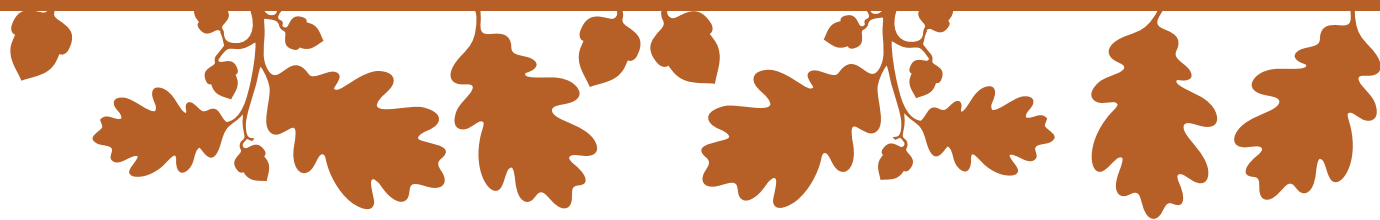
“Follow the winding river Thames westwards out of London and then trace your finger up the country to the north where you will pass over the Black Country (*located in the West Midlands near Birmingham, the Black Country probably won't be labelled on the map. It is largely made up of the boroughs of Dudley, Walsall, Wolverhampton, and most of Sandwell*).

“Now follow the Pennine Hills up the middle of England to Scotland where you will hear about the River Clyde before crossing over the sea westwards to Ireland. After journeying across Ireland, you will travel back to England via the Celtic Sea and end your journey in Lands End at the southern tip of England.”

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* to 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. 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. Can they name any examples? (**Great Britain; Ireland; Iceland; etc**).
4. Have your students open their map or atlas and locate some of the large islands they know. Now, look for some smaller islands, such as the ones surrounding Great Britain. (**Isle of Wight; Shetland Islands; etc**). Discuss the examples.
5. Now, have them open *Geography Pictures: Physical Geography & Landforms* to page 16 (Nos. 01 & 02) and observe the examples shown. Locate the examples on a map, if not already found.
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.

