

IBSTOCK PLACE SCHOOL

GEOGRAPHY SYLLABUS

Transition  
6-7 years

Work that has geographical value is carried out as opportunity arises: e.g. in Nature Study or when topics of interest to the children have a geographical significance: e.g. studies of vehicles and means of transport. Studies of zoo animals with the help of authentic stories and pictures. Visits to museums and zoos are considered important in this connection.

Training in observation, picture study etc. and enquiries of all kinds should be encouraged as and when it comes from the children. First steps are taken in the use of large maps.

Some useful books:

Wild Life of the World, vols I and II	R. Lydekker
In the Land of the Lion	Cherry Kearton
Big Game and Pygmies	C. Christy
Hahtibee the Elephant	C.E. Slaughter
Sita - Life Story of an Elephant	
The Life Story of a Tiger	A.F. Mockler-Ferry
Folk Tales of All Nations	F.H. Lee
Stories from the Early World	R.M. Fleming
The Disappointed Lion and other stories from the Buri of Central Africa	A.N. Tucker

Books about aeroplanes, railways, farms and Nature Study according to the particular need of children are available in the library.

Form I  
7-8 years

During the year the children become increasingly familiar with maps starting from their immediate surroundings, then by graded work to the point at which they are ready to be introduced to the map of the British Isles.

- a Work on maps. The children learn to read a map and to make a map: how to use a scale line; how to set a map; the meaning of the Cardinal points and the use of map symbols.
- b Seasonal changes and the associated work in progress (as outlined in Looking and Doing) and to include weather and local studies, with special reference to Richmond Park.

Class book: "Looking and Doing" Discovery Book I O. Garnett

Useful reference books

Round the Year on the Farm	A.G. Street
Young Farmers' Club Booklets: No.1 The Farm, No.7 Farm Implements	
Junior School Geography - Book I	A. Wilmore
At Work in Britain	E. Young
Pictorial Geography - Book 2	E.M. Sanders
On the Farm (Puffin Series)	J. Gardner
The Seasons and the Farmer	D.F. Fraser

Form II  
5-8 years

A study of the British Isles planned so as to develop the children's understanding of maps and to give them a working familiarity with a map of their own country.

1. Studies to include the life and activities of people in different parts of the British Isles: important physical features, rivers, hill ranges and coastal features (as outlined in "Finding Out").
2. A more detailed study of the home district with special reference to rock types, soils and plant life (see Nature Syllabus)
3. There will be plenty of simple mapwork, including frequent use of the scale lines of maps for measuring distances.
4. Introduction to neighbouring lands across the sea: e.g. France, Holland, Switzerland, Denmark, Italy, Norway, etc.
5. An introduction to the spherical earth and preparation for the use of the globe.

Class book "Finding Out"      Discovery Book II      O. Garnett

Useful reference books

At Work in Britain (Kingsway Geography series)      E. Young  
Real Geography - Book I      Fairgrieve and Young  
World-wide Geographies      J.H. Stembridge  
Various books in the Puffin series etc.

Form III  
9-10 years

1. First studies of distant parts of the world. Examples of suitable topics any one of which could be used for a year's work are:-
  - a The stories of great explorers, studies in sequence so that the distribution of land and sea is revealed step by step. Facts about natural features, climate, human life etc. (as outlined in Discovery Book III)
  - b Stories of recent travel and adventure. e.g. The Kon-tiki Expedition, Climbing of Everest, etc.
  - c Present day journeys by land, sea and air.  
Use of the B.B.C. Travel Talks and travel films.
2. Training is given in the use of the globe and atlas and throughout the year's work the children should gain a knowledge of:-
  - a The distribution of land and water, continents and oceans.
  - b Position and extent of important countries and of important natural features: e.g. great plains, mountain ranges, rivers and the characteristics of these.
  - c Position of some of the cities of great world importance and some acquaintance with their characteristics and with the work that goes on in them.

N.B. At any stage the scope of the work may be widened or contracted according to the teacher's discretion or to the particular interest displayed by the children.

Class books "Globe and Map", "Exploring the World" Discovery Books

Useful reference books

The Geography of the Mediterranean; its      E.C. Semple  
    relation to Ancient History  
The Dawn of History      J.L. Myers  
Geography and World Power      J. Fairgreive  
The Great Capitals      V. Cornish  
The Geography behind History      W.G. East



Great Travel Stories of all Nations  
Highways of the Air  
Seaways of the Empire  
Junior School Geography - Book IV  
Columbus Regional Geographies - Book III  
Real Geography - Books I, II, III  
A World Survey from the Human Aspect

E. D'Cyley  
V.E. Mearles  
A.J. Sargent  
A. Wilmore  
L. Brooks  
Fairgrieve & Young  
J.F. Unstead

Form Lower IV  
10-11 years

A first course in economic geography with special reference to the British Isles. The work to be world wide in scope but to include detailed studies of type examples of all the following:-

1. The major natural regions, with some consideration of their climates.
2. Human activities or modes of gaining a livelihood (hunting, herding, ranching, farming, lumbering, mining, manufacturing).
3. Important products (natural, agricultural, industrial)
4. Trade routes, transport, commerce, important cities and ports.

The purpose of the work is to furnish the children with an understanding of some of the fundamental facts of physical and human geography including climate and to make use of children's interest in certain current events such as the Queen's journey, climbing of Everest, earthquakes, floods, etc.

Class book: People in Many Lands

Snaith

Useful reference books:

The Kingsway Social Geographies, Bks I-V  
Fundamental Geography - Books I-V  
Geography for Today Series - Books I-IV  
Real Geography Series, Books I-VI  
The World and the British Empire  
From Hunter to Husbandman  
Golden Hind Geographies Series  
Solving Earth's Mysteries  
The Earth on which we live

E. Young  
E.M. Coultherd  
Fairgrieve & Young  
E.M. Sanders  
J.W. Page  
L. Brooks  
Swinerton  
W.E. Flood

Books used in Form III list are also applicable at this stage.

Form Upper IVB  
11-12 years

Work to include:-

1. A continuation of work from Lower IV to ensure that examples have been studied of each of the major natural regions and that no continent and no country of very great importance has been omitted.
2. Detailed study of British Isles and Europe: this work to be continued in Upper IVA.

Class book: Man the World Over

Carter & Brentnall

Form Upper IVA  
12-13 years

In this course more formal work is necessary

1. Continued study of British Isles and Europe.
2. General revision.
3. Use of 1" maps, etc.
4. Special attention to be given to facts or happenings of geographical interest reported in the news or on the radio etc.

The purpose of the work is:-

1. To give a suitable background to enable children to use the text and atlas as well as to provide for adequate practice in expressing their knowledge or ideas in diagrams, in drawing sketch maps and in written accounts.
2. To give their geographical knowledge some orderliness of system and to encourage them to seek for reasons and explanations.

Class book: Europe and the British Isles - Geography for Today Series  
Man the World Over - Book 2

#### Reference books

Those previously listed and:-

Modern Geography Series - Books II-IV	Preece & Wood
Conversation with the Earth	
The Atmosphere	P. Hood
Land Forms and Life	Carter
The Weather	(Pelican series) G. Kimble
Habitat, Economy and Society	C.D. Forde
Geography of an Air Age	H.G. Taylor
An Approach to Map Reading	A. Ilingworth
The Wonders of Coal	C. Gibson
Machines	L. Lupton
Fishermen and Fishing Ways	P.P. Anson

#### Some examples of possible excursions for outdoor work

##### Transition

Visits to Richmond Park (Nature); Watching traffic passing along the Upper Richmond Road; Zoo; Natural History Museum; A Farm; etc.

##### Form I

Railway goods yard at Barnes; Along tow path; Terrace Gardens, Richmond; etc.

##### Form II

Walk along railway line from East Putney to Southfields, riding back by train; Visits to Thames further away - Teddington Lock, Putney Bridge; Trip down river to Westminster; Walk over Wimbledon Common; Visit to main line railway station; etc.

##### Form III

Children's own exploration, suggested by them, - e.g. Where does Beverley Brook rise?; Science Museum (early ships); Imperial Museum; Natural History Museum; etc.

##### Form IV

Imperial Institute; Markets of London; Pool of London; Factories; Airports; Zoo; Natural History Museum; Railways.