



Geography – Settlements (Summer 1)

What makes a good settlement?



Human and Physical Geography

Y4-HPG-T2- I can describe and understand key aspects and processes of Human geography including types of settlement. (kpi)

Y4-HPG-T4- I can begin to explain how changes in the Human and Physical environments affect the people living there. (kpi)

Geographical Skills and Fieldwork

Y4-GSF-T1- I can use age-appropriate maps, atlases and globes to locate and name places I'm studying. (kpi)

Y4-GSF-T3- I can begin to ask and answer questions about a place I've studied.

Week	Order of Study – Main plots and Subplots – links to geographical skills
1	Give children the knowledge organiser and ask children to complete the pre-assessment big question. Children to answer what they know about 'What makes a good settlement?' Encourage children to draw on learning and knowledge from settlements in Year 3.
2	<u>LI: Y4-HPG-T2/T4- I can describe and understand key aspects and processes of geography including types of settlement and can explain how changes affect people living there.</u> BQ: What makes a good settlement? Aim: To find out about the needs of early settlers. Explain that in the past, Romans, Anglo-Saxons and Vikings travelled from other countries and came to Britain to settle. They didn't have ready-made towns to move into. What kind of things do you think they looked for when trying to find somewhere to settle? What things would they have needed? Children to have activity called 'settlers needs sorting cards' and sort into three piles. What is essential, what is describe and what is unwanted? Display pictures on the slides of early settlers asking questions about where they should settle. Gather ideas from the children about how they can answer these questions, e.g. "Where can we get the materials we need to build our houses?" After each question, go through the brief information. Ignore slides 11,12,13 as this is covered later on. Activity – children to be given 4 images of settlements. The children must fill in the advantages and disadvantages worksheet to explain what makes each site desirable/ unwanted for a settler. Use the key words box to help them. LA to have sentence stems and HA to write in their own sentences. Marking task – Give children an image of a settlement from a refugee camp. Children to answer in purple pens: How are the needs of these settlers being met? Think about water sources, shelter and access to food. Resources needed: Slides, sorting cards, settlement images, worksheet
3	<u>LI: Y4-GSF-T1- I can use age-appropriate maps, atlases and globes to locate places I'm studying. (kpi)</u> BQ: What are the different types of settlement in the UK?

	Aim: To find out about different settlements and how settlements change over time. Imagine you are a Viking settler living in Britain in the 9th century. How would Britain be similar or different to how it is today? Give children a few minutes to discuss their ideas then share with the class. Go through the information on the slides about how most settlements at this time were small farming communities. Most people lived in hamlets or villages. Do you know what the difference between a hamlet and a village is? Children to think, pair, share their ideas, then check the definition on the slides. Over the centuries, some of these smaller settlements grew into larger towns and cities. Do you know what the difference between a town and a city is? Again, children to think, pair, share their ideas then check the definition on the slides. Use BBC bitesize video if needed: https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zrbvjhv#zwfckty Show children the map of Roman Manchester, without telling them what it is showing. Do you think this is a map of a hamlet, a village, a town or a city? Why? Next, show the map of modern day Manchester and repeat the questions. Explain that it is actually the same place but that one shows what it was like in Roman times and one shows what it is like today. What do you think would be the main differences in what Manchester is like today compared to what it was like in Roman times? Invite children to share their ideas then go through the information about land use and its changes over time. Activity: Provide children with access to Google Maps or similar. Children to find each of the locations on worksheet 2A and use the map to explore each one. Children to decide which one is a hamlet, a village, a town and a city, explaining their choices. Extension: Is our school in a hamlet, a village, a town or a city? How do you know? Using Google Maps or similar, find our school on a map and explore the surrounding area. What features can you see? How does it compare to other settlements nearby? Demonstrate how to zoom in and out of the map and how to use the Street View function to explore the area. Marking task: Give children images of a village and a city. Children to answer in purple pen: Why do you think some people would choose to settle in a village rather than a city? Which settlement would they prefer and why? Resources needed: Settlements slide 2, resource 2A, iPads, google maps/ digi maps.
4	Ask children to now complete the big question again. Children to answer what they now know about 'What makes a good settlement?' Encourage children to draw on learning about what early settlers would need in a settlement. Children to also think about the different settlement types and how each of these provide different benefits for modern day settlers. Children to use the key words box to help them. Complete in purple pen.