

# Settlements

## Year 3

**Key end points** of this unit, Settlements, are:

- Settlements are where people live.
- There are four types of settlement: hamlet, village, town and city
- Rural areas have low population density. Urban areas have high population density.
- Large settlements today need good transport links and many services such as schools, shops and restaurants.

This unit introduces **settlements**. Building on an understanding of local geography, children will learn that settlements are places where people live. They will look back to ancient times when humans were **nomadic hunter gatherers** and will link to their learning in history about Ancient Egypt and people settling along the **Nile** to farm. They will begin to reflect on the settlements we have today and why they were first built. Throughout the unit children will look at the link between the **geography of a place** and its **human features**. They will learn that **rivers** were an important **resource** for **travelling and transporting goods** in the past and that many cities grew around a river. It is important for children to understand that settlements are located in certain places for a reason and the geography of an area can often reveal why.

Prior to this unit children will have begun to learn to use **Ordnance Survey** maps and will have looked at maps with keys. In this unit children will explore **population maps** and will use keys to **interpret information** about **population density** from the maps. Introducing population density lays the foundation for understanding population distribution, its causes and effects, which will develop as children work through the curriculum. In this unit, children will look again at maps of the local area and consider **land use** in different locations. As children work through their primary geography curriculum they will use and apply their geographical skills, such as **map reading, using symbols**, grid references etc in many different contexts as they learn about places around the world. Over time children will get better at the skill of **map reading** using a wide range of maps as they learn more and remember more of the curriculum.

### Lesson Sequencing:

The sequence of lessons in this unit has been designed to build on prior knowledge and introduce new material in small manageable steps. In lesson 1 children will learn that a settlement is where people live. They will learn that settlements can be small or large and will look at maps of settlements including villages and cities. In lesson 2 children will build on this knowledge and will become familiar with identifying hamlets, villages, towns, and cities. They will consider the services available in different types of settlements. They will draw simple maps of different kinds of settlements and think about how the land is used in different ways.

In lesson 3 children build on their previous learning and look at the differences between rural and urban areas. They learn the word 'infrastructure' which helps them to understand how people create settlements and the features of different areas. They will draw sketch maps (simple maps with annotations) of a rural and urban area for contrast. In lesson 4 children will look closely at population density and will learn that rural areas have sparse population whereas urban areas have dense population. They will look at population maps and interpret the information they show. They will locate their local area and describe the population density. This lesson explicitly teaches how to use population maps and children will build on this knowledge later in the curriculum, for example in later in Year 3 when they study population density in China.

In lesson 5 children will understand how the geography of a region effects its settlements. They will think about what settlements needed in the past, such as a source of water, and will compare that with what settlements need in modern times, such as infrastructure and services. They will learn about the role of a town planner and will design a settlement, drawing a sketch map of their design.

This task will build on their knowledge from Year 2 when they studied San Francisco. If possible, this task could be extended over two lessons to give children time to explore it fully. In the sixth lesson, to assess children's understanding and knowledge gained from this unit of work, children will have the opportunity to write about the settlement they designed. They can use the vocabulary they have learned to explain and describe different elements of the settlement and explore what it would be like to live there.

**The key substantive concepts** focused on in this unit include place and space.

**The key disciplinary understanding** in this unit is that geographers use maps to communicate information.