

Our Intent is: To support our children to engage in enquiry about , "How the Earth's features are shaped and changed over time?" and understand their place in Forton and connection to the wider world.



Forton Primary School Geography

Clougha Class Autumn 2 Year B

Etymology – settlement- Middle English *setlen*, "become set or fixed, stable or permanent; seat, place in a seat; sink down, come down," from Old English *setlan* "place in a fixed or permanent position; cause to sit, place in a seat," from *setl* "a seat" (see **settle** (n.)). Compare German *siedeln* "to settle; to colonize."



Settlements By Rebecca Kahn

Key Concept: Somewhere to Settle

Key Question: Who were the first settlers in the UK?

What would your ideal settlement be?

N.C. LINKS: Human and Physical

Pupils should be taught to:

- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Unit Overview:

Early Settlers

Place Names

Subject Vocabulary:

Settle, settlement, live, agriculture, early settlers,

Geographical Enquiry:

Atlas, map, aerial photograph, birds eye view, scale, key,

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<p>Land Used in Settlements</p> <p>Ideal Places for Settlement</p>	<p>healthcare, industrial, leisure, retail, transport, shelter, water, food, electricity, entertainment.</p>	<p>symbols, equator, northern hemisphere, southern hemisphere, location, compass, direction, bearing, north, south, east, west, northeast (NE), southeast (SE), southwest (SW), northwest (NW), thermometers, temperature, degrees, rain gauge, rain fall, centimetres (cm), millimetres (mm) lowest, highest, average</p>
<p>. New Knowledge Progression:</p> <ul style="list-style-type: none"> • to understand types of settlements linked to land use and physical features, economic activity, trade links and distribution of natural resources. • To use maps, atlases, globes and digital mapping to locate countries and describe features. 	<p>Building on Prior learning KS1:</p> <ul style="list-style-type: none"> • to locate seaside locations in the 4 countries of the UK • Describe features of a seaside resort • To understand the changes that have happened to seaside locations over the years and why. • Locate hot and cold islands around the world. • Use a map to plan a route around a seaside resort. • 	<p>Building on Prior learning when A follow B:</p> <ul style="list-style-type: none"> • To name and locate the countries and cities of the UK. • To use the eight compass points to locate countries and cities. • To name and locate counties. • To name and locate areas of high ground. • Identify how London has changed over time. • To identify how the UK has changed over time.
<p>Key Skills (Disciplinary)</p> <ul style="list-style-type: none"> • Use geographical language to describe some aspects of human and physical features and patterns. 		

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- Make observations about places and features that change over time.
- Use geographical language to identify and explain some aspects of human and physical features and patterns.
- Describe how features and places change and the links between people and environments.
- Ask and answer more searching geographical questions when investigating different places and environments.
- Identify similarities, differences and patterns when comparing places and features.
- Ask and respond to more searching geographical questions including 'how?' and 'why?'
- physical and human features of the environment.
- Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information.
- Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively.
- Communicate geographical information through a range of methods including the use of ICT.

Sequence of Lessons:

1. **What did Early Settlers need?** – To explain why settlements develop in certain locations.
2. **Where would you settle?** – To explain why settlements develop in certain areas.
3. **What's in a name?** – To use maps to identify settlements built by invaders.
4. **How is land used in Settlements?** -To compare different settlements.
5. **How are settlements linked?** - To use maps to identify links between settlements.
6. **An ideal Place to Settle** – To create a map of a settlement.

Enhancements:

Den making outside.

End of Unit Outcome: Make own settlement model.

Children will create their own ideal settlement model. They will include things that they believe would make a nice place to live.

Oral Assessment:

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Who were the first settlers in the UK?

What would your ideal settlement be?

Why did settlements develop in certain locations?

Where would you settle?

What do some settlement's name tell us?

How is land used in Settlements?

How are some of settlements linked?