



Context					
<b>Unit</b>	Villages, Towns and Cities				
<b>Assessment</b>	'There are more advantages to living in a city than disadvantages.' Do you agree?				
<b>Key Knowledge</b> <i>How does this unit fit in? What Big Ideas are explored?</i>	<p>The national curriculum states that “pupils should be able to describe and understand types of settlement and land use patterns” as well as “how some of these aspects have changed over time”. This unit helps pupils to consider these main types of settlements and land use, as well as recapping the KS1 content on “key human features such as: including: city, town, village, factory, farm, house, office, port, harbour and shop”. Furthermore, comparisons between the United Kingdom, Europe and North America are included throughout. The knowledge concepts covered in this unit are <b>population</b> and <b>settlement</b>. Pupils will consider the population of the whole world, and how the distribution of this population is unevenly spread across the world. They will also study a population density map of the UK, giving them a clear idea of where people live in our country. Lesson two asks “What affects where people live?” This will allow pupils to consider how and why humans first began to settle. There are good opportunities for links with the History Unit: <a href="#">Prehistoric Britain</a> unit here. Also, natural resources will be explored and how these can make a location more attractive to settle near. Pupils will consider the key criteria and differences between villages, towns and cities. The employment opportunities, transport links, and leisure opportunities can be compared, with the pros and cons of each type of settlement considered. In the final assessment lesson, Pupils will be able to use and apply their knowledge of villages, towns and cities to take a position and argue their case in answer to the question: “There are more advantages than disadvantages to living in a city. Do you agree?”</p>				
<b>Skills</b> <i>What skills are taught in this unit?</i> <a href="#">Skills Progression</a>	<p><b>Human &amp; Physical</b> - Identify and categorise human and physical characteristics of countries and cities.</p> <p><b>Mapwork</b> - Use 4 figure grid references. Understand the importance of a key.</p>				
<b>Vocabulary</b> <i>To be displayed on the working wall</i>	Village Town	City Employment	Land Use Leisure	Settlement Megacity	Population Population density

## Unit Overview

Enquiry Question		Learning Intention	Focus Skill	Diversity	Local Geography	Curriculum Links
1	Where do people live?	To explore population	Human and Physical			
2	What affects where people live?	To explore why Mesolithic people chose to settle where they did p	Human and Physical	Exploring nomadic lifestyles		Y3 History: Prehistoric Britain  Maths: Venn Diagrams
	Trip Local area walk					
3	How do human settlements differ?	To explore types of land use.	Human and Physical Mapwork		Land use in West Drayton	
4	What makes up a city?	To locate places on a map	Mapwork		OS Map to find famous London landmarks	Maths: Coordinates
5	Can you design your own settlement?	To create map of a settlement including a key and grid references	Human and Physical Mapwork			
6	'There are more advantages to living in a city than disadvantages.' Do you agree?					

## Lesson 1

<b>Pearson Lesson</b>	Where do people live?		
<b>Learning Intention</b>	To explore population		
<b>SOLO SC: Uni- Structural</b>	I can define the terms ‘sparsely populated’ and ‘densely populated’		
<b>SOLO SC: Multi- Structural</b>	I can identify a country that is sparsely and densely populated		
<b>SOLO SC: Relational</b>	I can identify the most densely and sparsely populated areas of London.		
<b>SOLO SC: Extended Abstract</b>	I can explore whether bigger countries always have a higher population.		
<b>The lesson</b> (How will children meet the LI?)	<p><b>CONCEPTS: The key learning in this lesson is for children to fully understand what is meant by the terms: ‘sparsely populated’ and ‘densely populated’ and begin to explore the impact of a growing population on a community. This concept is revisited throughout the curriculum and therefore a good understanding of these terms is crucial.</b></p> <ul style="list-style-type: none"> <li>- Introduce the knowledge organiser for this topic.</li> <li>- Introduce the key concepts for this unit. How does this unit fit in with our geography journey so far?</li> <li>- What connections can the children make with this content? Encourage discussion.</li> <li>- Work through the Pearson booklet with the class, highlighting key vocabulary, engaging in discussion and answering questions</li> <li>- Complete <a href="#">Population Density Activity</a> in pairs.</li> <li>- Reflect: is West Drayton sparsely populated or densely populated? Use both the children’s experience and the Population Density Map of the UK to reach a conclusion.</li> <li>- Feedback through discussion and draw a conclusion about the impact of a growing population on a settlement</li> <li>- For platinum, encourage children to consider the impact of such population density e.g. overwhelming services such as doctors and schools, reduction in outdoor space and green areas, spreading of diseases (could speak about coronavirus and lockdowns?)</li> </ul>		
<b>Key Vocabulary for the lesson</b>	Population Population density Area	Sparse Dense Growth	Settlement Increase Decrease
<b>Resources</b>	<a href="#">Villages, Towns and Cities Lesson Plan</a>	<a href="#">Pupil Booklet</a> <a href="#">Pupil Booklet (ANSWERS)</a>	<a href="#">Slides</a> <a href="#">Population Density Activity</a> Stackable cubes

## Lesson 2

<b>Pearson Lesson</b>	What affects where people live?		
<b>Learning Intention</b>	To explore why Mesolithic people chose to settle where they did		
<b>SOLO SC: Uni- Structural</b>	I can list factors that affected where mesolithic people settled		
<b>SOLO SC: Multi- Structural</b>	I can identify the advantages and disadvantages of different settlements		
<b>SOLO SC: Relational</b>	I can explain what the advantages and disadvantages of different settlements are		
<b>SOLO SC: Extended Abstract</b>	I can justify why some settlements have more advantages than others		
<b>The lesson</b> (How will children meet the LI?)	<p><b>CONCEPTS: In this lesson children must be encouraged to make connections between their past learning in history and their current learning about settlements. Children need to retrieve previous knowledge about life in the Mesolithic Era and use this to apply their understanding of what humans require from their settlements.</b></p> <ul style="list-style-type: none"> <li>- Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. <b>The aim is that children are able to remember more over time.</b></li> <li>- Work through the Pearson booklet with the class, highlighting key vocabulary, engaging in discussion and answering questions</li> <li>- Complete the venn diagram in small groups and feedback as a class</li> <li>- Remind children about the Mesolithic Era studied in history last half term. What do the children already know about these people and their lifestyle? What would they need to look for in a settlement to survive?</li> <li>- Children to complete <a href="#">A Good Place to Settle?</a> activity - children must write a reason as to why each area would be a good or bad settlement choice for Mesolithic people.</li> </ul>		
<b>Key Vocabulary for the lesson</b>	Nomadic Settlements Permanent	Villages Towns Cities	Natural Resources
<b>Resources</b>	<a href="#">Villages, Towns and Cities Lesson Plan</a>	<a href="#">Pupil Booklet</a> <a href="#">Pupil Booklet (ANSWERS)</a>	Slides <a href="#">A good place to settle?</a>

### Lesson 3

<b>Pearson Lesson</b>	How do human settlements differ?		
<b>Learning Intention</b>	To explore types of land use.		
<b>SOLO SC: Uni- Structural</b>	I know land has different uses		
<b>SOLO SC: Multi- Structural</b>	I can describe that land is used in different ways		
<b>SOLO SC: Relational</b>	I can give examples of the different ways land is used		
<b>SOLO SC: Extended Abstract</b>	I can explain how land is used in my local community.		
<b>The lesson</b> (How will children meet the LI?)	<p><b>CONCEPTS:</b> In this lesson children will further their understanding of settlements and what features make up a settlement. Children will categorise different settlement features / land uses and develop a key to indicate land use on a map. Mapwork skills will develop throughout KS2: this is a crucial building block in that journey.</p> <ul style="list-style-type: none"> <li>- Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. <b>The aim is that children are able to remember more over time.</b></li> <li>- Work through the Pearson booklet with the class, highlighting key vocabulary, engaging in discussion and answering questions</li> <li>- Discuss 5 types of land use: recreational, residential, commercial, agricultural, transport (display these on the working wall for future reference)</li> <li>- Children to work in groups to complete <a href="#">Land Use Sorting Activity</a></li> <li>- Children to complete <a href="#">Types of Land Use</a> activity</li> <li>- For platinum, children can begin to explore their own town drawing a map and identifying land use</li> </ul>		
<b>Key Vocabulary for the lesson</b>	Settlement Permanent Temporary	Recreational Residential Commercial	Agricultural Transport Land use
<b>Resources</b>	<a href="#">Villages, Towns and Cities Lesson Plan</a>	<a href="#">Pupil Booklet</a> <a href="#">Pupil Booklet (ANSWERS)</a>	<a href="#">Land Use Sorting Activity</a> <a href="#">Types of Land Use</a>

## Lesson 4

<b>Pearson Lesson</b>	What makes up a city?		
<b>Learning Intention</b>	To locate places on a map		
<b>SOLO SC: Uni- Structural</b>	I can locate places using a simple map.		
<b>SOLO SC: Multi- Structural</b>	I can locate places using simple coordinates.		
<b>SOLO SC: Relational</b>	I can locate places using 4 figure grid references.		
<b>SOLO SC: Extended Abstract</b>	I can add places to my map.		
<b>The lesson</b> (How will children meet the LI?)	<p><b>CONCEPTS:</b> In this lesson children will further their mapwork skills. Children will need to draw upon their maths knowledge of coordinates to support with this learning. Consider which children may require pre-teaching in order to fully access this lesson. Games such as battleships will support this.</p> <ul style="list-style-type: none"> <li>- Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. <b>The aim is that children are able to remember more over time.</b></li> <li>- Work through the Pearson booklet with the class, highlighting key vocabulary, engaging in discussion and answering questions</li> <li>- Work through: <a href="#">Using 4 figure grid references to locate Brazilian cities</a> powerpoint and complete <a href="#">worksheet</a>. (Extension task = 6 figure)</li> <li>- Provide children with a copy of an OS Map for London and a list of famous landmarks to find. Children to locate places in London on the OS map.</li> </ul>		
<b>Key Vocabulary for the lesson</b>	Grid references Coordinates	Grid Axis	Landmark Map / OS Map
<b>Resources</b>	<a href="#">Villages, Towns and Cities Lesson Plan</a>	<a href="#">Pupil Booklet</a> <a href="#">Pupil Booklet (ANSWERS)</a> OS Map of London	<a href="#">Using 4 figure grid references to locate Brazilian cities</a> powerpoint <a href="#">Worksheet</a> <a href="#">Extension task</a>

## Lesson 5

<b>Pearson Lesson</b>	Can you design your own settlement?		
<b>Learning Intention</b>	To create a map of a settlement.		
<b>SOLO SC: Uni- Structural</b>	I can draw a settlement.		
<b>SOLO SC: Multi- Structural</b>	I can draw a map of a settlement using a key.		
<b>SOLO SC: Relational</b>	I can draw a map of a settlement using 4 figure grid references.		
<b>SOLO SC: Extended Abstract</b>	I can add extra features to my settlement, reflecting on peoples' needs.		
<b>The lesson</b> <small>(How will children meet the LI?)</small>	<p><b>CONCEPTS: In this lesson children will further their mapwork skills. Children will need to draw upon their maths knowledge of coordinates to support with this learning. Consider which children may require pre-teaching in order to fully access this lesson. Games such as battleships will support this.</b></p> <ul style="list-style-type: none"> <li>- Children complete the retrieval quiz. Give the children an opportunity to remember the answer, then an opportunity to locate the answers (books, learning walls, peers) before finally revealing the answers. This is low-stakes quizzing. <b>The aim is that children are able to remember more over time.</b></li> <li>- Work through the Pearson booklet with the class, highlighting key vocabulary, engaging in discussion and answering questions</li> <li>- Children should mindmap what their ideal settlement would have. Model creating a map to reflect this,</li> <li>- Children will create their own maps - this will be differentiated by outcome. <b>Most</b> children should be able to create a map with a key and grid references (building on knowledge from this topic). Those WTS may only have a simple key or may draw features explicitly.</li> <li>-</li> </ul>		
<b>Key Vocabulary for the lesson</b>	Grid references Coordinates	Grid Axis	Landmark Map / OS Map
<b>Resources</b>	<a href="#">Villages, Towns and Cities</a>	<a href="#">Pupil Booklet</a> <a href="#">Pupil Booklet (ANSWERS)</a> OS Map of London	

## Lesson 6

<b>Assessment Think! Question</b>	'There are more advantages to living in a city than disadvantages.' Do you agree?		
<b>Tasks</b>	Class discussion about Think! Question - encourage use of appropriate vocabulary (Collaborative) Think! Question (Independent) Knowledge Quiz (Independent)		
<b>Key Vocabulary for the lesson</b>	Population Population Density Urban	Rural Village Town	City Land use
<b>Resources</b>	<a href="#">Villages, Towns and Cities</a> <a href="#">Think! Question</a>	<a href="#">Knowledge Quiz</a> <a href="#">Knowledge Quiz ANSWERS</a>	