

Year 3&4: Land Use & settlements



Essential Learning:

By the end of this topic, you will have learned:

- How some of our counties, cities, towns & villages got their names from early settlers (EG Romans & Anglo-Saxons)
- That there are many different types of land use
- How to compare and contrast urban (increasing) and rural (decreasing) environments
- About how the land use and settlements have changed over time in our local area/town
- That any change of land use must be carefully considered to ensure that it is *sustainable*

Enquiry Drivers:

Are all settlements the same?

Process & Changes

Know that both primary and secondary sources of evidence show process and change

Human Geography

Know, compare and describe some human geographical features in the wider world

Physical Geography

Know, compare and describe some physical geographical features in the wider world

Geographical Vocabulary

Know and understand key vocabulary related to geographical processes

Locations and Environments

Know and understand the interrelationship between location and environment

Similarities and Differences

Understand how and why some places and features are similar or different giving reasons

Prior Learning:

The meaning of physical and human features
Romans, Anglo-Saxons, Vikings (Y4 children)

Curriculum enrichment:

Warton Crag – Iron-Age fort

Key vocabulary: Hamlet, village, town, city, county, rural, urban, recreational, transport, agricultural, commercial, residential, industrial

Outdoor learning: Mapping land use in our local area

Unit Focus: Geography

NC: Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Children should:

- Explore land use and settlements in the UK including within the locality
- Compare and describe how settlements have changed over time
- Identify how different ways in which people live around the world sometimes have consequences for the environment and the lives of others from local to global scales
- Collect and analyse a range of data from simple fieldwork experiences
- Use secondary sources of information and ICT as part of investigations
- Use appropriate geographical vocabulary to communicate their findings

Key Questions:

KQ1: *Who were some of the early settlers in the UK and why did they settle in Britain?* What were the needs of early settlers and how did they choose land to suit these needs? Do children know the origins of some common British place names?

KQ2: *How have some settlements changed over time, giving reasons as to why this is?* **VOCABULARY:** How are **hamlets, villages, towns** and **cities** defined?

KQ3: *What are the different ways in which land can be used?*

KQ4: *What are the main differences between urban and rural environments?*

Can we identify a variety of map symbols and abbreviations correctly on an Ordnance survey map? Can we use an Ordnance Survey map to answer questions about a settlement? Can we locate a square using four-figure and six-figure grid references?

KQ5: *How can humans ensure change in land use is done in a sustainable way?* How can we create a map with a key for the symbols for our new settlement? What will the different land on our settlement be used for?

ORACY: Group discussion and class presentation linked to DT and new settlement

Sources of evidence:


What different sources of evidence and resources can you use to answer these questions?

Resources:

<https://www.bbc.co.uk/teach/class-clips-video/articles/zqn4p9q>

<https://www.bbc.co.uk/bitesize/articles/zrbvjhv#zr4rcmn>

History	Art
Science	MFL
<p>STEM – Houses</p> <p>Settlements today – Building a house Visit to a building site Link to Materials learning in KS1; types of housing in local area; sustainability Design a house Links with DT learning</p>	<p>Getting to Know You</p> <p>Getting to Know You - French for Kids - Resources - Twinkl</p>
DT	Music
<p>To plan, design and make a new settlement. Children will be challenged to become town planners and design their own settlements. They will have to think carefully about the features they want to include in their settlements and what each feature should be near.</p> <ul style="list-style-type: none"> • Describe why a plot of land would be good for a new settlement? • Make decisions about which amenities and services they will include in a new settlement? • How they will set out their settlement? • How will they ensure sustainability? 	<p>BBC Ten Pieces</p> <p>Antonio Vivaldi – The Four Seasons - Winter (Allegro non molto, 1st mvt) - BBC Teach</p>
Computing/ICT	PSHE
<p>Pictograms</p> <p>Emailing 38 Top "Email Writing" Teaching Resources curated for you What is an email? Different types of email – formal/informal How to send an email Privacy and security/online relationships and behaviour</p>	<p>Be Healthy</p> <p>Healthy eating; internal body parts; drugs; medicines and illness; cigarettes and alcohol Be Food Smart – KS2 toolkit – School Zone Healthy eating Campaign Resource Centre</p> <p>Allergies and allergic reactions - resources for all age groups</p>

R.E.	Cross-curricular Maths:
<p>Christianity (God) How and why might Christians use the Bible? Coverage: The Bible Christian life – guided by wisdom, teachings and authority.</p>	<p>Measures</p>
<p>English</p>	
<p style="text-align: center;">Persuasion (formal letter) 4 weeks</p> <p>Letter to town council... How should our local land be used? Should the houses be built for residential land use at the old quarry and opposite Aldi/Booths</p> <p>Green space – good for environment School approached to have a footbridge over the canal to our school field Football pitch – bought by company – effect on young people</p> <p>Reading phase: Read examples of persuasive letters to illustrate structure, layout and language features. Analyse the purpose and effect of rhetorical questions, emotive language, imperative verbs and exaggeration. Pick out key features from a range of model texts – list for learning wall.</p> <p>Gathering Content: Oracy: Class/small group debate oral rehearsal for their writing Writing: Letter to town council Grammar: Formal fronted adverbials that add on: Additionally, Furthermore, Firstly, Expanded noun phrases Spelling Y3/4 word list: Build, busy, business, complete, decide, different, early, earth, increase, material</p> <p>Guided Reading: comprehension-plus/stage-4/persuasive-texts</p>	<p>Christmas/Winter Poetry 2 weeks Teach form poetry: kenning, haiku, calligrams, concrete.</p> <p>Reading phase: read examples of the poetry form above; analyse the structure and form Gather key vocabulary words; play syllable games</p> <div style="display: flex; align-items: flex-start;">  <div style="border: 1px solid black; padding: 5px; width: 150px; height: 50px;"> Vocabulary: _____ </div> </div> <p>_____ (5) _____ _____ (7) _____ _____ (5)</p> <p>Writing: Over the two weeks children will have a final poem for each of the poetry forms. Grammar: adjectives/verbs/nouns/nouns ending in ‘er’</p>