

Learning objective	Success criteria
<ul style="list-style-type: none"> To describe different types of settlements. 	<ul style="list-style-type: none"> I can locate some cities in the UK. I can list the different types of settlements. I can identify settlements on aerial photographs and OS maps.
Before the lesson	
<p>Teacher video: Settlements and land use</p> <p>Pupil video: Song - Countries and capital cities of the UK</p> <ul style="list-style-type: none"> <i>Presentation: Cities in the United Kingdom.</i> <i>Presentation: Settlements.</i> <i>Presentation: Urban and rural.</i> The words 'urban' and 'rural' displayed at opposite ends of the classroom. Link: <i>Assessment - Geography Y3: Are all settlements the same?</i> (optional - see Attention grabber). Link: BBC Teach - Cities, towns and villages - this is an external website and we do not have control over its content - please check before showing it to the children. Activity: Cities in the United Kingdom (one each). Activity: Settlements (one between two - pre-cut and shuffled). 	
Recap and recall	
<p>Before starting this unit you might want to check children can recall:</p> <ul style="list-style-type: none"> A city is a large, dense settlement, containing many people, buildings and services. How land can be used in cities: <ul style="list-style-type: none"> residential use, for example, houses, blocks of flats; commercial use, for example, shops, offices and factories; land used for services, for example, hospitals and schools; transport use, for example, roads and railways; leisure use, for example, parks, sports facilities, etc. The four countries of the UK. The four capital cities of the UK (you may wish to use the <i>Pupil video: Song - Countries and capital cities of the UK</i>). 	

Starter:

Pupil video: Song - Countries and capital cities of the UK

Attention grabber

Hand out the **Activity: Cities in the United Kingdom** (one each)

Use the **Presentation: Cities in the United Kingdom**. Do any children think they know the names of any of the cities?

Choose volunteers to drag and drop the cities to the correct location. Click on the 'Answers' button to reveal the correct answers.

Ask the children to write the cities in the correct location on the map of the UK.

Optional - provide each child with a copy of the Knowledge catcher (see link:

Assessment - Geography Y3: Are all settlements the same?) and ask them to complete it to the best of their ability. Explain that at the end of the unit, they will revisit it, adding more information in a different colour.

Main event

Question

- What do people need to consider when deciding where to live? Give children 2 mins to come up with ideas.
- Answers may include: climate; landscape; access to transport links; availability of jobs; location of friends and family; the safety of the area; availability and affordability of housing; land available to build on or use for farming.

Explain to the children that when lots of people live together in one place, this is called a **settlement** and that there are different types of settlements.

Show the children the link: BBC Teach - Cities, towns and villages.

Introduce and describe the different types of settlements (village, town and city) and settlement patterns (linear, dispersed and nucleated) using slides 1-7 of the **Presentation: Settlements**.

Hand out the pre-cut, shuffled cards from the **Activity: Settlements** (one between two) and ask the children to match the photographs to the corresponding settlement name, description, and OS map. Take feedback and reveal the answers using slides 8-13.

Questions

- What is an urban settlement? (An urban settlement has lots of people and buildings close together.)
- What is a rural settlement? (A rural settlement is usually located in the countryside and has fewer people and buildings spaced further apart.)

Use slides 1 and 2 of the **Presentation: Urban and rural** to define these terms.

Point out the words 'urban' and 'rural' displayed at opposite ends of the classroom. Show the class the photographs of features of urban and rural settlements using slides 3-12 and ask the children to move to the word 'urban' or 'rural' to show whether they think the features shown are in an urban or rural area.

Wrapping up

Questions

- Why might people want to live in an urban area? (Answers may include: a larger variety of job opportunities as many offices are in cities; a wider choice of schools; easy access to transport systems; a wider variety of entertainment and leisure facilities; increased opportunities to meet friends as a larger population; more medical facilities.)
- Why might people want to live in a rural area? (Answers may include: access to larger homes as there is more space; rural areas are often cheaper to live in; access to the countryside and nature; communities may feel stronger and supportive as they are smaller; a calmer and slower way of life.)

Take feedback and note down the answers on a whiteboard or flipchart.

Vocabulary definitions

settlement

A community where people live.

land use

The different ways communities use land.

capital city

A city where the main government of a country is located.

linear

Arranged in a straight line.

nucleated

Formed around a central area.

dispersed

Spread out over a wide area.

urban

The region surrounding a city.

rural

Open land with few homes and buildings.

Assessing progress and understanding

Pupils with secure understanding indicated by:
locating some cities in the UK and describing the difference between villages, towns and cities.
Pupils working at greater depth indicated by:
describing the settlements in the local area by identifying a pattern and settlement type.

Adaptive teaching

Pupils needing extra support
May need support reading the descriptions in the *Activity: Settlements* and may match the photograph with the description.
Pupils working at greater depth
Should be encouraged to think about the benefits and drawbacks of living in each type of settlement.