



# Curriculum Coherence – Year 3 Geography

Term 2 **Settlements and Land Use (Ancient Egyptians)**

## Prior Learning/Starting Points:

### PUPILS will know

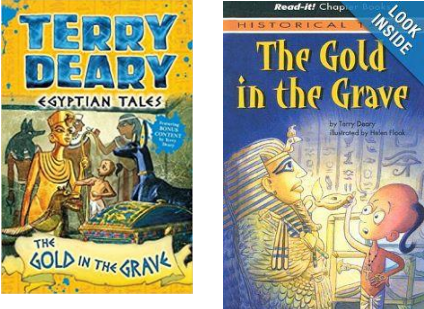
- The names and location of the countries in the UK
- The names and location of the continents of the world
- The names and location of the five oceans
- The difference between continent/country/county and city

### will be able to

- Locate the countries that make up the UK on a map
- Name the capital cities of the countries of the UK
- Label the key cities in the UK on a map
- Name the seas surrounding the UK
- Name some of the UK's main rivers
- Find the names of seas on a map
- Find areas of higher ground on a map of the UK
- Use the 8 compass directions to find a location on a map

### will understand

- What a county is
- Which counties neighbor their own

INTENT	IMPLEMENTATION	IMPACT
<p><b><u>KNOWLEDGE/NC Objectives</u></b></p> <p>Be able to describe different types of settlement and land use.            Explain why settlements develop in certain areas.            Compare land use in different settlements.            Understand maps in order to plan routes and journeys.            Use eight points of a compass, grid references and map symbols/key/.</p>	<p><b><u>ACTIVITIES</u></b></p> <p>Identify what makes a good settlement site and what settlers would look for.            Investigate and compare how settlements are linked.            Match settlements images to needs being met by site and resources settlers have used.            Identify land use on a map using Google Maps, maps and atlases.            Research how old some towns are in the UK.            Investigate name endings and what these mean.            Investigate transport links between settlements/towns. Use this information to plan and describe routes/journeys.            Create own settlement, using knowledge gained throughout unit to explain why you would settle there and to create a map, including a key and map symbols.</p>	<p><b><u>OUTCOMES</u></b></p> <p><b><u>PUPILS will know</u></b>            What a settlement is.            Important features of a settlement site and reasons settlers have chosen that site (link to Egyptian cities being close to River Nile).            Similarities and differences between land use and different places.</p> <p><b><u>will be able to</u></b>            List reasons why a settlement site may not be suitable.            Sort settlers' needs by importance.            Use a key to identify transport links on a map.            Use a map/atlas to find a route between two places.            Describe directions of travel using compass directions.            Create a map of a settlement            Draw a key to accompany a map</p>
<p><b><u>VOCABULARY</u></b></p> <p>Settlement, settler, site, need, shelter, food, defence, water, fuel, building materials, agriculture, transport, village, town, city, land use, retail, leisure, housing, business, industrial, link, journey, route, plan, key and symbol.</p>	<p><b><u>READING OPPORTUNITIES</u></b></p> 	<p><b><u>will understand</u></b></p> <p>What a settlement is            Why settlements are chosen            What makes a good settlement and why a settlement may be unsuitable            Keys of a map            How to plan a route on a map            Understand and identify different types of land use, using maps (including digital maps).</p>
<p><b><u>SKILLS</u></b></p> <p>Chn will be confident to use a map to identify different types of land use.</p> <p>Chn will be able to understand and use map symbols and keys, eventually creating their own.</p> <p>Chn will be able to recognise different settlement types and use knowledge acquired to create their own settlement site.</p> <p>Chn will be able to compare; identifying similarities and differences.</p>		<p><b><u>NEXT STEPS IN LEARNING:</u></b></p> <p><b><u>Key Stage 2:</u></b>            Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p><b><u>Key Stage 3:</u></b>            Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly</p>

complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding

**Key Questions:**

Can you confidently use a map?

What are the different types of land?

Can you create your own settlement site?

**LINKS**

English – Terry Deary Ancient Egyptian books.

Maths – Directional language

Computing – Algorithms

Forest School – Settlements, shelter.

Science - Forces