

Lent 2
Geography Yr4: Settlements

Scripture Link:

National Curriculum Objective

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	Lesson 1	Lesson 2	Lesson 3
Learning intention for each lesson	Know what is meant by 'a settlement' and how they are represented on a map.	Know that the settlement of Grantham has changed over time. (Saxon settlement)	Know why people settled in Grantham
Recall and Retrieval	<p>a village is a small community in the countryside.</p> <p>a town is larger than a village and has more than 5000 people.</p> <p>a city is larger than a town and had more than 50,000 people.</p> <p>different homes include detached, semi-detached, terraced, bungalow, flat and caravan and the features of each type.</p> <p>To know these 5 map symbols-hospital, school, station, park, church.</p>	<p>a settlement is a place where people live and sometimes work</p> <p>a settlement can be small or large depending upon population size</p> <p>different map symbols are used to represent the various settlements on a map.</p> <p>know how to apply my knowledge of grid references to locate cities and towns of the UK.</p>	<p>the name Grantham is anglo-saxon and it started as a village.</p> <p>Granta comes from a persons name and the 'ham' part means village in anglo-saxon.</p> <p>Grantham was a centre for the wool industry.</p> <p>Grantham became known for leather and other trades: butchers, carpenters etc.</p> <p>the great North road was key to the development of the area.</p> <p>Grantham is now a town.</p> <p>Grantham is part of the county of Lincolnshire.</p> <p>Lincolnshire is part of the E.Midlands</p>
Sequence of substantive knowledge throughout the lesson	<p>I will know that:</p> <p>A settlement is a place where people live and sometimes work</p> <p>A settlement can be small or large depending upon population size</p>	<p>I will know that:</p> <p>The name Grantham is anglo-saxon and it started as a village.</p> <p>Granta comes from a persons name and the 'ham' part means village in anglo-saxon.</p> <p>Grantham was a centre for the wool industry.</p>	<p>I will know that;</p> <p>Grantham was well known for the wool trade</p> <p>Grantham had good links to the port of Boston</p> <ul style="list-style-type: none"> The local rivers were important to the wool trade being established in Grantham

	Different map symbols are used to represent the various settlements on a map.	<p>Grantham became known for leather and other trades: butchers, carpenters etc.</p> <p>The great North road was key to the development of the area.</p> <p>Grantham is now a town.</p>	
Key Skills/disciplinary knowledge	<p>Ask and respond to geographical questions using multiple pieces of evidence to support answers</p> <p>Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence.</p> <p>Analyse and communicate geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocab.</p>	<p>Ask and respond to geographical questions using multiple pieces of evidence to support answers</p> <p>Understand and explain why some knowledge about the world can be revised as we collect new data and information</p> <p>Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence.</p> <p>Analyse and communicate geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocab.</p> <p>Reach geographical conclusions from given evidence.</p>	<p>Ask and respond to geographical questions using multiple pieces of evidence to support answers</p> <p>Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence.</p> <p>Analyse and communicate geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocab.</p> <p>Express their own views about the people, places and environments studied, giving reasons.</p> <p>Compare their views with other.</p> <p>Reach geographical conclusions from given evidence.</p>
Key Vocabulary	Settlement, location, live, work, population, large, small, vary, map symbols, size	Grantham, Anglo-Saxon, growth, village, town, 'ham', industry, employment, opportunities, trade, development,	industry, employment, opportunities, trade, development, growth, potential
Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>			
Scaffolding			
Challenge			

Diversity Links			
Catholic Social Teaching Principles	Solidarity: We face challenges together. Distributive justice: Everyone should have access to their fair share of resources.	Solidarity: We face challenges together. Distributive justice: Everyone should have access to their fair share of resources.	Solidarity: We face challenges together. Distributive justice: Everyone should have access to their fair share of resources.
British Values			
Wider links			

Lent 2
Geography Yr4: Settlements

	Lesson 4	Lesson 5	Lesson 6
Learning intention for each lesson	Know that Ancaster was a Roman settlement – compare with Grantham	Know how to use a grid reference to find different settlements and identify transport links.	Create a map of a settlement that includes its features (symbols).
Recall and Retrieval	<p>Grantham was well known for the wool trade</p> <p>Grantham had good links to the port of Boston</p> <p>the local rivers were important to the wool trade being established in Grantham</p> <p>a settlement is a place where people live and sometimes work. It can be small or large depending on the size of the population.</p>	<p>Ancaster is a village on a junction of 2 important routes.</p> <p>Ancaster was settled by iron Age people and later, the Romans.</p> <p>Ancaster is well located on the main route between London and Scotland.</p> <p>Ancaster is smaller than Grantham: population, geographical area, facilities and is a different kind of settlement.</p> <p>Some of the specific land used around Grantham and the local area-Barkston Heath, Alma Park Industrial Area, High Street, Belton house, Woodland Waters, Quarry and Syston Fruit Farm.</p>	<p>a grid reference tells you where something is on a map</p> <p>a grid made up of 2 parts (how far across then how far up)</p> <p>a simple grid refence is made up of 4 figures.</p> <p>how transport links are represented on a map. (symbols)</p> <p>a map shows us where things are and helps to plan routes.</p> <p>things on a map are shown using symbols and why this is.</p>
Sequence of substantive knowledge throughout the lesson	<p>I will know that:</p> <p>Ancaster is a village on a junction of 2 important routes.</p> <p>Ancaster was settled by iron Age people and later, the Romans.</p> <p>Ancaster is well located on the main route between London and Scotland.</p> <p>Ancaster is smaller than Grantham: population, geographical area, facilities and is a different kind of settlement.</p>	<p>I will know that:</p> <p>What a grid reference is</p> <p>A grid reference tells you where something is on a map</p> <p>A grid made up of 2 parts (how far across then how far up)</p> <p>A simple grid refence is made up of 4 figures.</p> <p>How transport links are represented on a map. (symbols)</p>	<p>I will know that:</p> <p>Different symbols represent different features on a map</p> <p>A grid can help us plot features on a map.</p> <p>What to include in a settlement.</p>
Key Skills/disciplinary knowledge	Ask and respond to geographical questions using multiple pieces of evidence to support answers	Ask and respond to geographical questions using multiple pieces of evidence to support answers	Ask and respond to geographical questions using multiple pieces of evidence to support answers

	<p>Observe and collect information and data from fieldwork, and a range of sources, choosing an appropriate method to record evidence.</p> <p>Analyse and communicate geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocab.</p> <p>Express their own views about the people, places and environments studied, giving reasons.</p> <p>Compare their views with other.</p> <p>Reach geographical conclusions from given evidence.</p>	<p>Analyse and communicate geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocab.</p>	<p>Analyse and communicate geographical information from one source by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocab.</p>
Key Vocabulary	Junction, links, routes, opportunities, population, transport, access	Reference, grid, settlement, map, transport, routes, links, figures, across, up, symbols, locate, find, nearest	Settlement, symbol, map, grid, locate, find, plot
Main teaching activity <i>If the school has another short term planning format, this does not need to be included.</i>			
Scaffolding			
Challenge			
Diversity Links			
Catholic Social Teaching Principles	<p>Solidarity: We face challenges together.</p> <p>Distributive justice: Everyone should have access to their fair share of resources.</p>	<p>Solidarity: We face challenges together.</p> <p>Distributive justice: Everyone should have access to their fair share of resources.</p>	<p>Solidarity: We face challenges together.</p> <p>Distributive justice: Everyone should have access to their fair share of resources.</p>
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