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| **Year 4**  **Why Settle Here?**  Settlements based on natural resources | |
| **Links made with other subjects** | History: Romans  Science: Living things/ Animals including humans  Residential: Nell Bank (Ilkley – Roman settlement) |
| **The BIG Question** | Why did the Romans settle in Ilkley? |
| **The BIG Outcome** | Children to answer the question, demonstrating the knowledge they have learnt during this unit. The children could use maps to support / evidence. This could be done as an oracy discussion. It could also include creating an estate agent type advert advertising Ilkley to Roman settlers. |
| **Geography objectives**  (link to NC) | * Identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. * Describe and understand key aspects of human geography, including types of settlement: the distribution of natural resources including energy, food, minerals and water. * Use maps, atlases, globes and digital/computer mapping to locate places and describe features studied. * Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge. * Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |
| **Prior knowledge**  What prior knowledge is needed for children to be successful in this unit? | *Children already know:*   * Y1 – Town mouse, country mouse (and seaside mouse too) (Comparison of town, country and seaside) * Y2 – Where would you rather be? (Comparison of UK and non-UK) * Y3 – Oh, I do like to be besides the seaside. (Coastlines) * Y3 - History: Stone age to Iron age |
| **Future learning**  Consider the conceptual knowledge within a subject that pupils need for future learning not just the recall of facts but the importance of concepts | This unit gives prior knowledge to:   * Y5 – Our Yorkshire. Comparing Idle and Clapham * Y5 – History: Anglo Saxons * Y6 – Rainforests * Y6 – History: Vikings |
| **Geographical strands** | Geographical Skills   * To identify physical features on a map. * Compare past and present maps. * To use a four-figure grid reference on smaller scale maps eg. The town of Ilkley. * Draw sketch maps using symbols to identify specific features.   Locational Knowledge   * To locate the River Wharfe on a map. * To locate hills, areas of woodland and vegetation belts. * To use the 8 points of a compass to talk about features in relation to each other.   Place Knowledge   * To know the needs of early settlers. * To know that people settled in Ilkley because of the availability of natural resources. * To know that people settled in Ilkley because it provided tactical benefits (e.g. a vantage point).   Environmental, human and physical geography   * To know that modern and roman settlements are different. * To link the availability of resources to changes in settlements. * To know that the relationship between land use and settlements has changed over time. |
| **Vocabulary/ Glossary** | Settlement, settler, shelter, land use, water, food, resources, woodland, river, vegetation belt, hills. |
| **Knowledge**  (see italics for knowledge to remember) | The knowledge that children will learn and remember:   1. A settlement is a village, town or city where people live. 2. Many of the places where people live today have existed for hundreds or even thousands of years. Created by early settlers to the UK: Romans, Vikings, Anglo-Saxons. 3. London (Roman: Londinium), Leeds, Bradford (Saxon: Broad Ford) 4. Place names show us who settled in an area and what it was like:  |  |  |  | | --- | --- | --- | | Roman | Anglo Saxons | Vikings | | -chester = castle  -caster = castle  -cester = castle  e.g. Manchester | -ham = village  -ton = farm  -ford = river crossing  - carr = bog  e.g. Birmingham | -by = village  -thorpe = farm  -toft = house e.g. Scunthorpe |  1. Early settlers needed shelter, water and food. This came from the landscape around them – woods, rivers, hills etc. 2. Land is used in different ways in settlements (this is different for early settlers to modern settlers):  * housing * agriculture - The farming of crops or animals. * industrial - Businesses that provide products or services. * leisure - Time spent away from work relaxing. * retail - Shops selling products to people.  1. Settlers consider the following:      1. Ilkley has been settled since the early Bronze Age - 1800 BC. 2. There is a [Roman](https://en.wikipedia.org/wiki/Roman_Britain) fort near the town centre dating to 79 AD. 3. The River Wharfe in Ilkley was a necessary resource for early settlers local to us. It provided water, food, transport. 4. Being on a hill made it an ideal place for a settlement (Roman fort). 5. Woodland provided food, clothing and fuel. |
| **SEND expectations** | 1. A settlement is a village, town or city where people live. 2. Early settlers needed shelter, water and food. This came from the landscape around them – woods, rivers, hills etc. 3. Settlers look for shelter, water supply, food, and fuel. |
| **Teaching ideas/ resources** | 1. Use maps to identify local names of places that may have been early settlements. 2. Use maps to identify where might be a good place to settle. |
| **Suggested Teaching Sequence** | **Session One**  Points 1, 2, 3 and 4. Children will know what a settlement is. They will learn key vocabulary to do with settlements and will find examples on a map.  **Session Two**  Point 5, 8, 9, 10, 11 and 12. Children will know what early settlers looked for.  **Session Three**  Points 6. Children will know what a modern settlement looks like.  **Session Four**  Point 7. Children will identify ideal areas to settle and justify why.  **Session Five: Assessment** |