

Unit 9 Village settlers

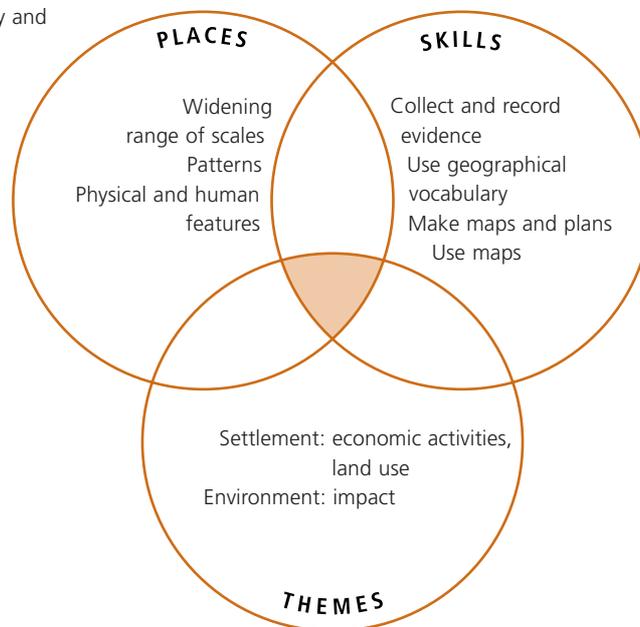
ABOUT THE UNIT

This is a 'short' unit which combines work on Romans, Anglo-Saxons and Vikings in Britain (Units 6A-C in the history scheme of work) with geographical work on the development of settlements. It introduces children to how settlements develop over time and how early settlers provided many of the settlements we use today. It can be used as a geographical study within a history unit or later to revisit work previously completed in history.

This unit is particularly suited to children who are not skilled at extended writing, but have developed a higher level of geographical skills. Children can work in small groups when using maps and individually when designing their own village, which can provide an assessment activity.

The unit is based on a study of a village in Lincolnshire, but the activities can be adapted for other locations.

The unit offers links to literacy and history.



VOCABULARY

In this unit, children are likely to use:

- invaders, settlers, Saxon, Roman, Vikings, settlements, village, flooding, river, building, features, routeways, motorway, paths, bridleway

They may also use:

- words connected with Ordnance Survey map symbols

RESOURCES

- extract from a relevant Ordnance Survey map
- key to Ordnance Survey symbols
- mapping or graphing software

PRIOR LEARNING

It is helpful if the children have:

- investigated their own locality, as in Unit 6, for example
- developed simple mapping skills

EXPECTATIONS

at the end of this unit

most children will:

identify early settlement patterns and the links between older established settlements and the present landscape;
draw fairly logically constructed maps of their own;
understand that places are connected to one another

some children will not have made so much progress and will:

draw plan views on their maps with help;
understand, at a simple level, the idea of being connected to other places

some children will have progressed further and will also:

work with more complex Ordnance Survey maps of areas where the landscape has been significantly altered and the original settlements are harder to detect

FUTURE LEARNING

Children can build on this work by studying their local settlement in detail, eg *Unit 12* and by studying settlements elsewhere and comparing them with their locality, eg *Units 10 and 13*.

LEARNING OBJECTIVES	POSSIBLE TEACHING ACTIVITIES	LEARNING OUTCOMES	POINTS TO NOTE
CHILDREN SHOULD LEARN		CHILDREN	
Where did early settlers choose to settle? How can we identify early settlements?			
<ul style="list-style-type: none"> to investigate places to observe and ask questions using maps about the characteristics of settlements 	<ul style="list-style-type: none"> Discuss with the children the needs of early settlers, <i>eg fresh water supplies, flat land for crops, woodland, safety</i> and what might be the best locations for settlements, <i>eg near a river or a crossing point, away from flooding.</i> Give out a simple list of word endings associated with early settlement (-ing, -ton, -ham) and discuss the origins of place names. 	<ul style="list-style-type: none"> show knowledge about early settlers show knowledge about the characteristics of the early settlers' settlements 	<p>History: throughout this unit there are opportunities to link this work with the history topics of Romans, Anglo-Saxons and Vikings in Britain (Units 6A-C).</p> <p>Literacy: the work on place names can be linked to ongoing work on suffixes and how these give clues to meaning.</p>
What evidence can we find on maps?			
<ul style="list-style-type: none"> to use maps to obtain evidence 	<ul style="list-style-type: none"> Ask the children to find some examples of villages on a map extract of a rural area, <i>eg part of Lincolnshire</i>, and to write down the names that show evidence of earlier settlement, <i>eg Bassingham</i>, stating for each the parts of the name that give a clue about the type of early settler. Ask the children to choose four or five villages and, for each, list all the reasons why it was an attractive site for early settlers, <i>eg it was a river crossing, away from flooding, there was enough flat land for farming.</i> Ask the children to summarise their findings. 	<ul style="list-style-type: none"> use a map to identify settlements and reasons for their original siting are aware that a village can develop as a result of several factors 	
What are the villages like today?			
<ul style="list-style-type: none"> about features of a present day village to use a key to interpret symbols 	<ul style="list-style-type: none"> Ask the children to choose a village on the map and identify all the symbols in it, <i>eg for a church, a post office, main roads, links with other villages.</i> More able children could be asked to analyse more villages and make comparisons between them. 	<ul style="list-style-type: none"> identify a variety of symbols and know their meanings 	
How are isolated farms and houses connected to the village?			
<ul style="list-style-type: none"> to recognise that most places are connected to others 	<ul style="list-style-type: none"> Ask the children to make a list of the types of routeway they can think of, <i>eg paths, lanes, motorways</i>, and then ask them to see how many they can find on the map, giving a grid reference for each. Ask the children to choose four isolated places (ie ones that are some distance from the village) and describe the route into the village for each of them. 	<ul style="list-style-type: none"> use four-figure grid references accurately understand how settlements are connected 	
How do settlements develop?			
<ul style="list-style-type: none"> to recognise that settlements have specific features and are located in response to physical features and human choice to draw a map of the layout of a settlement 	<ul style="list-style-type: none"> Give the children a sheet of A3 paper with only a river marked on it and a blank key at the side. Ask them to devise their own village development using names to identify areas on the map and Ordnance Survey map symbols to represent features. Ask them to include some specified features, <i>eg an area of high ground, a village pond, a small housing estate.</i> They could use mapping or graphics software to generate their maps. Ask the children to compare and talk about each other's maps. 	<ul style="list-style-type: none"> make a map that shows logical patterns of settlement influenced both by physical features and their own personal choice 	
			<p>When using maps, it may be necessary to check and possibly draw children's attention to the way houses and other buildings are represented on maps as some may not yet understand plan drawings.</p>