



Year 3 / 4 - Geography

Settlements

Autumn term 2026

Developing Concepts

Place - Recapping children's knowledge of why ancient civilisations occurred where they did and why people choose to settle in particular places in terms of the topography, climate, natural resources. Knowing that the settlement they live in is called Tilehurst.

Human Geography – Children to recognise types of settlement and land use plus economic activity including trade links

Mapping – Children to recap use of a compass and recall the main compass directions

Key Vocabulary

Settlements, raw materials, water supply, shelter, transport links, defence, hamlet, village, town, city, population, community, agricultural, retail, business residential, industrial, leisure, land.

Learning Sequence

Substantive Knowledge

Disciplinary Knowledge

L1 - What did early settlers need?

Knowledge:

To know early settlers would look for some of the following:

- flat land, to make building easier and safer
- local raw materials, eg wood and stone, to build homes
- a local water supply for drinking, washing, cooking and transport
- dry land, so that people could build on areas that don't flood
- a defendable site, eg a hilltop or river bend, to protect from attackers
- good farm land with fertile soils, so people could grow crops
- shelter, eg to protect from bad weather
- transport links, eg a ford or low crossing point of a river

Skills:

- Research methods and self-testing to learn about different resources and their relevance and importance



L2 - Where would you settle if you were an early settler?

Knowledge:

- To find out about different settlements and how settlements change over time.
- To compare maps of different early settlements and consider which locations would be better for early settlers
- To know that in the UK we classify settlements into four different groups depending on their size. (Hamlet, Village, Town, City.)
- To consider what type of settlement Reading is

Skills:

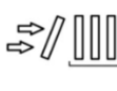
- Looking at different maps and comparing different types of early settlement.
- Classifying different types of settlement
- Understanding a population map of the UK
- Comparing photographs of settlements over time
- Drawing and labelling a simple map of an early settlement



Mapping



Cause and Consequence

- To look at a population map of the UK and consider why population size varies in different areas - To understand how settlements change over time	 Similarity and Difference
L3 - How is land used in settlements?	
Knowledge: - To consider the different ways land is used now in a settlement (agriculture, business, housing, leisure, industrial, retail) - To recognise land use on different maps - To know how land is used in Reading - To know that land use can change over time and to consider what factors cause this	Skills: - Comparing different maps to identify land use - Digital mapping  Mapping  Cause and Consequence  Similarity and Difference
L4 - How are settlements linked?	
Knowledge: Recap – How is a compass used? - To know how to use a compass to create a set of directions - To know how to use features and landmarks on a map to create a set of directions - To know that there are different types of transport links (car, rail, plane, boat) and not all forms of transport are appropriate for every journey	Skills: Using a compass and a map to create a set of directions from one place to another  Mapping  Similarity and Difference
L5 - Using 4-grid map references?	
Knowledge: Recap – What is a 4-grid map reference? - To understand 4-grid map references - To know the meaning of the terms eastings and northings - To know how to label grid references accurately	Skills: - Using maps with grids to locate specific features - Creating own grid references  Mapping
L6 – To plan and create a new settlement?	
Knowledge: - To know how to create a new settlement - To consider what is essential, desirable or not needed in a settlement - To know there are different ways to present a map	Skills: Designing and creating a settlement and drawing a map of their settlement using a key / grid references  Mapping  Cause and Consequence  Similarity and Difference