

Video	Central or big idea	Think, work and apply like a geographer	Questions to explore	Key learning outcomes
<p>KS2 Geography: UK settlements and navigating using maps</p>	<p>Maps can be used to locate and classify features at a range of scales.</p>	<ul style="list-style-type: none"> <li>• Compare</li> <li>• Classify</li> <li>• Scale</li> <li>• Measure</li> <li>• Reason &amp; justify</li> </ul>	<ul style="list-style-type: none"> <li>• What is the UK, what is Great Britain and what is the difference?</li> <li>• What are the different types of settlement?</li> <li>• What are the similarities and differences between different types of settlement?</li> <li>• What do maps show and how is it useful?</li> <li>• How can a map be used to work out the distance between places?</li> <li>• What is a compass used for?</li> <li>• What is your local area like? What type of settlement is it? Is it a rural or urban environment? What key features does it have? Where would you like to live: in a city or in the countryside, why?</li> <li>• How do you feel about where you live? How might others feel about it?</li> <li>• How can you get around your local area? What kind of transport is there? Are there lots of roads or footpaths?</li> </ul>	<ul style="list-style-type: none"> <li>• To know that the UK is made up of four countries, divided up into counties, districts, principal areas or council areas.</li> <li>• To know how to classify different types of settlement.</li> <li>• To know how to use a map to locate human and physical features on a landscape.</li> <li>• To know how to present a reasoned argument.</li> </ul> <p><i>Suitable for teaching geography at KS2 in England, Wales and Northern Ireland, and 2nd level in Scotland.</i></p>
<b>Key geographical vocabulary and definitions</b>			<b>Suggested learning opportunities</b>	<b>Ideas for going further and links</b>
<p><b>City</b> – a city is larger than a town. Cities often have a lot of housing, schools, universities, hospitals, offices, and often a cathedral.</p> <p><b>County</b> – a term used to refer to different areas across England usually consisting of various towns and villages. In Scotland the land is divided into ‘council areas’, in Wales it’s ‘principal areas’ and in Northern Ireland it’s ‘districts’.</p> <p><b>Great Britain</b> – the largest island of the British Isles, made up of England, Scotland and Wales.</p>			<p><b>1. Create a treasure trail</b></p> <ul style="list-style-type: none"> <li>• Pupils could create a trail within their school grounds or local park with clues to help their classmates reach each destination. Clues might include the use of symbols, landscape features or even grid references, based around either a hand-drawn map or one printed from an online digital mapping platform, while others use directional language, observations, and measurements.</li> </ul>	<p><b>Explore settlement shapes</b></p> <p>Settlements can be organised or laid out in different ways. There are three terms that help describe this:</p> <ul style="list-style-type: none"> <li>• <i>Nucleated</i> – where buildings are grouped together</li> <li>• <i>Dispersed</i> – where buildings are randomly spread out</li> <li>• <i>Linear</i> – where buildings are in a line often following a road or river</li> </ul>

Key geographical vocabulary and definitions	Suggested learning opportunities	Ideas for going further and links
<p><b>Hamlet</b> – a very small settlement, with just a group of houses, often centred around a farm.</p> <p><b>Map</b> – a two-dimensional drawing of an area.</p> <p><b>Megacity</b> – when a number of large towns and cities combine to create a massive urban area.</p> <p>Population – the number of people living in a particular area.</p> <p><b>Raw materials</b> – a natural resource that has not been processed at all.</p> <p><b>Residential</b> – an area designed for people to live in.</p> <p><b>Rural</b> – areas which are not towns or cities and often have farming communities.</p> <p><b>Scale</b> – a scale of a map represents the relationship between distance on a map and distance in real life. It's expressed as a ratio, for example 1:25000 – meaning that 1cm on the map is the same as 250 metres in real life.</p> <p><b>Settlement</b> – the places that people live. There are different shapes and sizes of settlement: hamlets, villages, towns, cities, and megacities.</p> <p><b>Town</b> – a town has all the same features of a village but is larger and may also have a railway station, a shopping centre, more places of work and places of worship.</p> <p><b>Trade</b> – the buying and selling of goods and services. Cities are often especially busy areas of trade.</p> <p><b>United Kingdom</b> – country made up of England, Scotland, Wales and Northern Ireland.</p> <p><b>Urban</b> – an area, usually cities and towns, where people live and work closely together.</p> <p><b>Village</b> – a small area with housing and maybe a shop, a school, a place of worship or a village hall.</p>	<ul style="list-style-type: none"> <li>Alternatively, a virtual or remote treasure hunt could be created around the wider local area using a digital platform. In either instance pupils then follow each other's trails. Perhaps at each destination they write down the key feature they can spot in front of them (eg Bridge, Offices, Park) and see what word the trail spells out using the first letter from each destination (eg 'B.O.P.') so they can solve the treasure trail puzzle.</li> <li>As pupils explore the trails they could do annotated sketches or take photos from a range of perspectives such as 'bird's-eye' or 'bug's-eye' of the key features and points of interest that they spot.</li> </ul> <p><b>2. 3. Discuss opinions on different settlements</b></p> <ul style="list-style-type: none"> <li>Host a classroom debate where pupils are split into different groups and each group is assigned a different settlement size. Each group comes up with reasons as to why their settlement type is the best - eg in villages the population size is quite small so you have more chance of knowing your neighbours, or in cities there are often lots of facilities which can provide opportunities to try new things.</li> <li>Groups can prepare their arguments, their questions for other groups, and even draw annotated sketches of key settlement features or create a poster advertising their settlement to show to the classroom to help strengthen their argument. This will help pupils to understand that people have different opinions about settlements and not everyone feels the same. The debate could be repeated, but this time the pupils take on a range of roles such as: toddler, teenager, OAP, wheelchair user. Would different groups have different needs and therefore be more likely to choose a life in the countryside/city?</li> </ul>	<p>Pupils could find examples of each type on an OS map and then decide which category their home or school settlement falls into. Pupils could consider whether the shapes connect to any physical landscape features or show any other distribution pattern.</p> <p><a href="#">KS1/KS2 Primary Geography: The United Kingdom</a></p> <p><a href="#">KS1/KS2 Primary Geography: Maps</a></p> <p><a href="#">KS2 Geography: A location in Europe - Veere in the province of Zeeland, Netherlands</a></p>