

2: Settlement

Syllabus ref.	Learning objectives	Suggested teaching activities
1.5 Settlements and service provision	Explain patterns of settlement	<p>Learners define 'settlement' and 'settlement pattern' and add to a key word glossary (see: www.slideshare.net/xksinz/settlement-patterns). (I)</p> <p>Define 'rural' and 'urban' and use photographs/map extracts to draw two spider diagrams to show the characteristics and uses of each type of area.</p> <p>Show learners photographs of a nucleated, dispersed and linear settlement pattern and ask them to describe what the photograph shows. Learners identify examples of each on suitable map extracts and produce simple sketches from the map to illustrate each with appropriate annotation and key word definitions. Please ensure the scale of the maps used is appropriate. (I)</p> <p>Learners use map evidence and photographic evidence to begin a discussion of the factors that might influence the settlement pattern in an area – interpreting map evidence. Consolidate this with a card sorting activity of factors which learners classify into nucleated, dispersed and linear – can record in a table or add detail to previous sketches to explain settlement patterns. (I) Link to case study region for 1.5</p> <p>Whole class discussion to confirm.</p> <p>This link contains resources and ideas for the whole unit: www.sln.org.uk/geography/settlement.htm</p>

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	Describe and explain the factors which may influence the sites, growth and functions of settlements	<p>Learners define 'site' and add to key word glossary (see: www.s-cool.co.uk/gcse/geography/settlements/revise-it/site-and-situation). In pairs, discuss the factors that would influence the site of early settlements and produce a list – for example, water, which could be obtained from a stream, river, spring or lake. Learners can show as a mind map or table. List of factors is in syllabus.</p> <p>Provide learners with a simple sketch map of an area with different sites for a settlement marked on – learners have to complete a decision-making activity to decide which site they would choose. They rank each site for each factor and come up with a total score. A scale could be included to practise measuring distance.</p> <p>Learners follow this up with a description of the site and explain any advantages and also problems in a short report. (I) This can be consolidated with photographs and map extracts – learners use the resources to describe and explain the site of settlements. They can locate map evidence using grid references and appropriate symbols from the key to explain the site by interpreting evidence from the map extract.</p> <p>Extension activity: Learners can follow this up by drawing a simple annotated sketch map to show the site of a settlement and conduct reasons to find out about the reasons for the site of their own settlement or one nearby. (I) Link to case study 1.5.</p> <p>Define 'function' and add to key word glossary (see: www.s-cool.co.uk/gcse/geography/settlements/revise-it/settlement-functions). Learners have photographs of settlements and work in pairs to identify the main function. Labels could be provided to match to each photograph to support if required.</p> <p>Learners define and describe each function and link to an explanation of how the settlement would grow over time. Write up ideas. Learner could also design a key to help them to classify settlements into different functions. (I)</p> <p>Functions of settlements such as market town, mining town, industrial, port, route centre, commercial, cultural, administrative, residential and tourist resort, etc. Learners research examples of a settlement with each type of function. Learners should be aware that the function of a settlement can also change over time. (I)</p> <p>For information on settlement characteristics go here: www.bbc.co.uk/schools/gcsebitesize/geography/urban_environments/settlement_characteristics_rev1.shtml</p>
	Give reason for the hierarchy of settlements and services.	<p>Introduce the concept of 'a hierarchy' by talking about the structure within a school – to convey the idea of putting things in order of importance. Learners define 'hierarchy' and draw a diagram to show a simple settlement hierarchy. (I)</p> <p>Explain the three principles of a hierarchy – population size, number of services and number of settlements. Learners describe changes as you move up the hierarchy. (I)</p>

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		<p>Introduce and define 'sphere of influence'. Define 'range' and 'threshold population' and add to key word glossary – and illustrate with examples of different services from each of the settlement types. Learners match examples of services to the type of settlement using mini whiteboards as whole class assessment for learning or card sort. Learners write short explanation to demonstrate their understanding of the key ideas – how does the nature/type and number of services vary between different types of settlements and why? (I)</p> <p>Learners have examples of settlements (names/population size) or types of services, etc. and have to place them in order of importance on a washing line – learners place into order or into a sequence. (see Appendix: Washing line) Learners complete a scatter graph to show the relationship between population size and number of services in selected settlements – describe and explain the relationship. (I)</p> <p>Fieldwork opportunity: investigating the sphere of influence of a local town or service.</p> <p>Map work opportunity: locating settlements on a map which are at different stages in the hierarchy. Using scale to measure the distance between each one and calculating an average for each type of settlement. Using a key to identify the services found in each and compare.</p> <p>Learners draw and label a shopping hierarchy. Introduce 'low, medium and high order goods' and define. Learners explain the differences between them. Discuss terms such as 'specialist, convenience' and 'comparison goods' and update key word glossary. (I)</p> <p>Learners complete a card sorting activity of goods into low, medium and high order depending upon frequency of purchase, cost of item, distance that a shopper would be prepared to travel for the good – show results in a table.</p> <p>Recap range, threshold and sphere of influence in relation to different types of shops and illustrate with examples. Consider the different types of shops and their locations and link back to shopping hierarchy diagram. Learners take notes from audio activity. (I)</p> <p>Fieldwork opportunity: comparing the sphere of influence of different types of shops in the hierarchy and explaining.</p> <p>For information on urban hierarchies follow this link: www.s-cool.co.uk/gcse/geography/settlements/revise-it/urban-hierarchies</p>

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1.5 Case study	Know a case study of settlement and service provision in an area	<p>Learners should know a case study of settlement and service provision in an area (please ensure that the scale of the case study is appropriate – the case study area should reflect high, middle and low order settlements).</p> <p>Introduce a map of the area to show the chosen settlements – learners produce annotated sketch map to show the main features of the chosen case study area including named settlements and place-specific information. (I) Describe and explain the settlement pattern and the site of settlements in the case study region.</p> <p>Select an example of a high, medium and low order settlement in the area and for each learner:</p> <ul style="list-style-type: none"> • research population data (and change over time to indicate growth) • identify evidence from the map to suggest the function of each settlement • research how each settlement has grown over time and the reasons why • research and use map evidence to describe the service provision in each settlement (include sphere of influence and threshold populations) • explain the differences using key terminology. <p>Use all of the information to place the settlements into a hierarchy and write a report to explain the settlement and service provision of the chosen area. (I)</p> <p>The case study could be reinforced using fieldwork to compare the spheres of influence of the three chosen settlements using questionnaires or by land use mapping in each to discover the types of services present – are they mainly high, low or medium order services?</p>
1.6 Urban settlements	Describe and give reasons for the characteristics of land use in urban areas	<p>Introduce Burgess model (or concentric zone model) www.bbc.co.uk/schools/gcsebitesize/geography/urban_environments/urban_models_medcs_rev1.shtml – learners label diagram to show different zones. Add definitions of each zone to key word glossary.</p> <p>Introduce Central Business District (CBD) and show photographs and land use maps to learners. Mind map characteristics of the zone and explain each one – for example, high rise buildings due to high cost of land/competition for land.</p> <p>Learners use photographs of each housing zone, selected census data and land use map/OS map extracts of each housing zone to discuss the characteristics (land use and housing characteristics such as type, age, characteristics, quality, etc.) of each zone in groups – whole class discussion to confirm.</p> <p>Learners record ideas in a table and add annotation to previous diagram. Opportunity also for learners to complete labelled field sketch from selected photograph and also annotate photographs of each zone. (I)</p> <p>Learners draw a sketch of a land use transect through a typical MEDC – describe the changes with distance from the</p>