

SETTLEMENT/INVASION

This activity was first devised for the beginning of work on Roman London in the days of integrated studies to explain why London has always been a settlement, and what impact the Roman invasion had on those already settled there. We later used it as an introduction to a series of settlement studies. We still hold copies of these, and they include Helsinki, Kingston, Jamaica, Pozzuoli, Mecca, San Francisco and Port Sudan. The activity is being revised in anticipation of our workshop on "Making the most of the local in London" on 24th June 2008.

The websaddress for this activity is:

<http://www.collaborativelearning.org/settlementinvasion.pdf>

Last updated 12th October 2007

Notes:

The map has been scanned from a photocopy of the original and is therefore not ideal. Anyone with the energy/inclination to redo it? You will have to keep the same coordinates; otherwise the instructions will need revision.

We would also like to improve the settlement card pictures.

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

Supporting a cooperative network of teaching professionals throughout the European Union to develop and disseminate accessible interactive teaching materials in all subject areas and for all ages.

17, Barford Street, Islington, London N1 0QB UK Phone: 0044 (0)20 7226 8885

Website: <http://www.collaborativelearning.org>

BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for assessment of speaking and listening.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in mother tongue and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

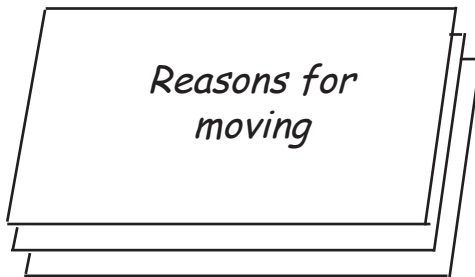
*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work more effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

<http://www.collaborativelearning.org/settlementinvasion.pdf>

SETTLEMENT

Why do you think some people stay in one place and others move about with no permanent home? There must be reasons for staying and and reasons for moving.

Read your set of cards carefully and divide them into two piles:



WHERE SHALL WE BUILD OUR SETTLEMENTS?

Imagine you are the first people to settle in London. First finish the map using the key. Colour rivers and marsh symbols blue. Colour these squares of high ground light brown:

3165	3564	2973	3072	3172	2072	2172	2273	2373
3166	3565	2974	3073	3173	2073	2173	2274	2374
3265	3663	2975	3074	3174	2074	2174	2275	2375
3266	3664		3075	3175	2075	2175		
	3665							

Work together in your group to decide where to build five settlements. You want to build villages which are not too close together and which satisfy your basic needs. Choose your basic needs from the list and put them on your grid.

Some of these are basic needs.

power station	marsh
building materials	water
quicksand	volcano
good soil	wood
landing strip	rocks
oil field	big river
mountain	

Fill in your basic needs on your "Where shall we build table" (the first three are done for you). Mark in on the map and on the table the five squares where you decide to settle.

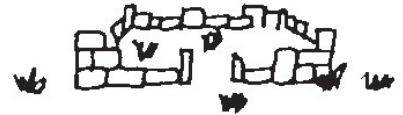
The soil is thin.
Crops don't grow
well.



You decide to use
stone to build houses
because there is
plenty nearby and it is
warmer in winter



You are near a river
that keeps flooding
your homes.



It is possible that
you will be invaded
again.



Your crops are ruined
by flying insects.



Your animals do very
well and produce a lot
of baby animals.



You find that with
patience you can
grow larger wheat
ears by picking
out the big seeds
and replanting
them.



An old man in the
village declares that
the gods want you to
stay and build a
temple.



People come to visit
you and say how much
better things are
where they live.



You feel very safe on
top of your hill
surrounded by the
walls it took you a
year to build.



The spring you have
always used for water
has dried up.



People hear about your
excellent pottery and
come to trade with
you regularly.



WHERE WE BUILT OUR SETTLEMENTS TABLE

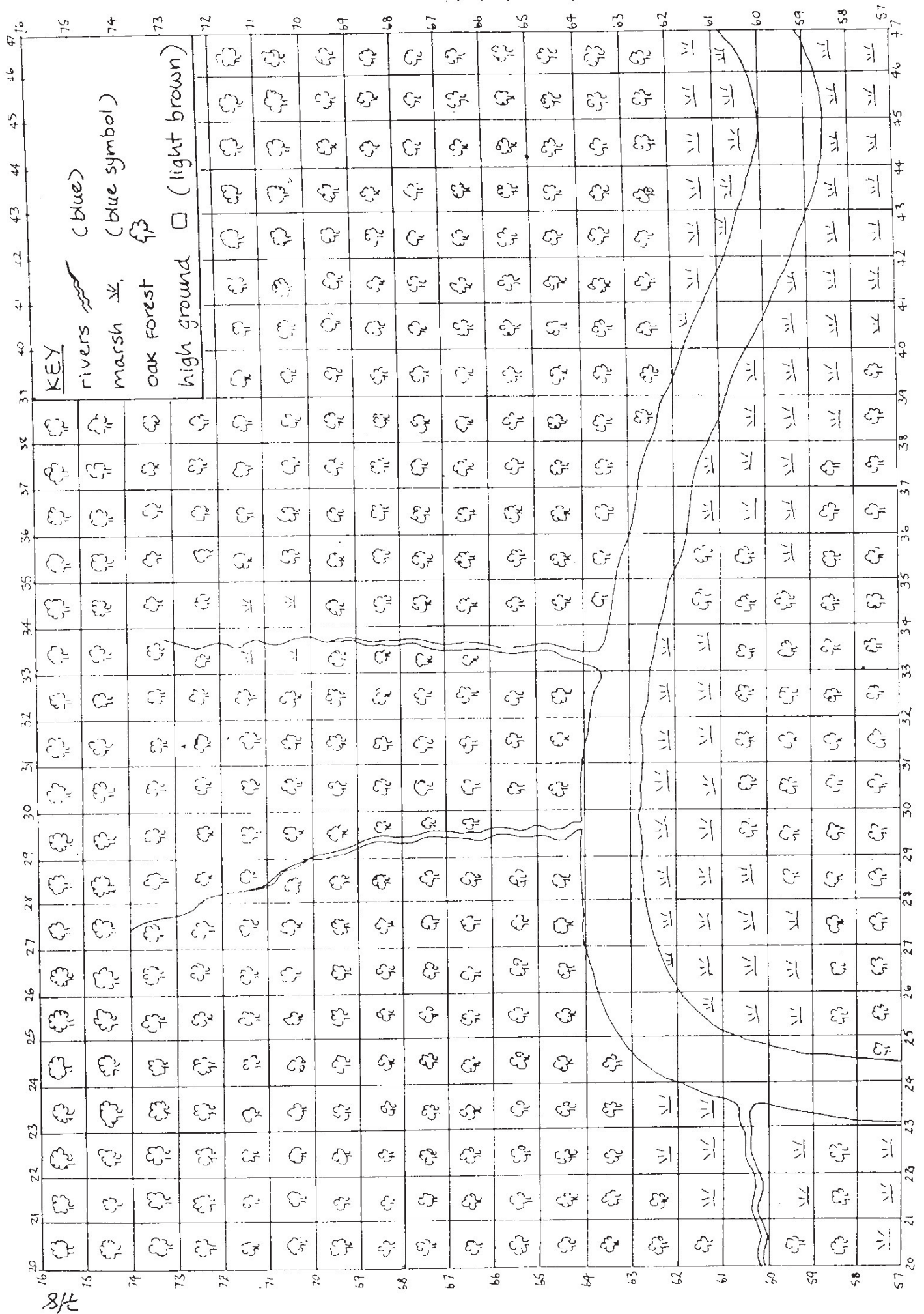
	<i>Village 1. Grid square</i>	<i>Village 2. Grid square</i>	<i>Village 3. Grid square</i>	<i>Village 4. Grid square</i>	<i>Village 5 Grid square</i>
<i>BASIC NEEDS</i>					
<i>not near another village</i>					
<i>easy to defend</i>					
<i>not marshy</i>					

How well situated are your villages? Check their basic needs by ticking the boxes on the table.

WHERE WE BUILT OUR SETTLEMENTS TABLE

	<i>Village 1. Grid square</i>	<i>Village 2. Grid square</i>	<i>Village 3. Grid square</i>	<i>Village 4. Grid square</i>	<i>Village 5 Grid square</i>
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INVASION!

You are invaded by a group of people who build towns and castles. They decide that your land is a very good place to build a town. The first thing they do is build a bridge across the river.

Mark their bridge (like this ) in square 3562.

They build a town hall and a market place in square 3665.

Mark it like this 

They build a castle in square 3267. Decide on your own symbol for a castle.

Now mark the boundary of their town by joining these grid references together with a red line:

300641- 300670-320670-320680-350680-370670-390660-390623

They then built straight roads between the town hall and the castle and between the town hall and the bridge. Mark these on your map.

They built roads coming into the town:

from 200680 to 320670

from 390660 to 470700

from 290760 to 320680

from 320570 to 350620

from 370670 to 390720

from 332590 to 350570

What has happened to your villages. Have they been swallowed up by the invaders? Will there be little change or big change for your people?