Settlements: Types, Hierarchy and Patterns

Lesson plan and teacher's notes · Form 1 Geography · 1 period of 40 minutes

School	(write school name)	**Teacher**	(write name)
Date	(date)	**Class**	Form 1
Subject	Geography	**Enrolment**	Boys ___ Girls ___ Total ___
Time	40 minutes	**Topic**	Settlements: Types, Hierarchy and Patterns

Learners tell rural settlements from urban ones, place settlements in the hierarchy from homestead to city, and identify the dispersed, nucleated and linear patterns. The lesson uses what learners see around the school and ends with a sketch of the pattern in their own area.

Specific outcomes

By the end of the lesson, learners should be able to:

1. Define a settlement and distinguish rural from urban settlements
2. Classify settlements as homestead, hamlet, village, town or city
3. Name other ways of classifying settlements, such as by function and location
4. Identify and draw dispersed, nucleated and linear settlement patterns

Prior knowledge

Teaching and learning materials

- Chalk and board
- Learner notes: Settlements: Types, Hierarchy and Patterns
- Maps, atlases or pictures of settlements, if available
- Paper and pencils for sketches

References

Ministry of Education (CDC) Form 1 Geography syllabus and module; 25Schools learners' note: Settlements: Types, Hierarchy and Patterns.

Lesson development

Stage and time	Teacher activities	Learner activities
5 min	Ask learners to describe where they live: how many houses are near, and how far the nearest town is. Write three or four answers on the board and ask which sound rural and which sound urban.	Describe their home area and suggest whether it is rural or urban.
12 min	Draw the hierarchy on the board from homestead to city. Explain each level by size and give the farm workers' houses as a hamlet. Ask groups to place settlements they know in the hierarchy and say what people do there.	Place known settlements in the hierarchy and classify one by function and one by location.
12 min	Draw three small diagrams on the board: houses far apart, houses clustered around a junction or water, and houses in a line along a road or river. Name each pattern and give the Zambian examples of the Luapula roads and rivers, the Zambezi River in Western Province and the Kafue Flats.	Copy the three patterns and say where in their district each could be found.
8 min	Ask learners to sketch the houses around the school or their home and name the pattern. Walk round and check the labels.	Sketch the pattern, label it and give one reason for the name chosen.
3 min	Ask two learners to name the hierarchy and the three patterns. Set the homework scenario.	Recall the hierarchy and patterns and note the homework.

Teacher's content notes

Read these before the lesson. They are what you need to know, not what to copy onto the board.

Rural and urban

A settlement is a permanent or temporary place where people live. A rural settlement has low density, farming land use and limited infrastructure, with work such as farming, fishing and forestry. An urban settlement has high density, many buildings, well developed infrastructure and an economy based on services.

The hierarchy

A homestead is a single household. A hamlet is small, with a few houses. A village is larger than a hamlet and smaller than a town, with hundreds of people. A town has thousands of people. A city has tens of thousands or millions.

Other ways of classifying

By function: residential, agricultural, industrial, commercial or tourist. By location: coastal, inland, rural or urban. By history and architecture: historical importance, traditions and culture.

The three patterns

Dispersed or isolated: houses far apart, typical of rural areas. Nucleated or clustered: houses close together around something such as a road junction or water source, typical of urban areas. Linear or ribbon: houses in a line along a road, river, stream or railway, for example in Luapula, along the Zambezi in Western Province and on the Kafue Flats.

Questions to ask during the lesson

Question	Expected answer
A man lives in one house with his family, and the next house is more than a kilometre away across their maize fields. (a) What type of settlement is this in the hierarchy? (b) Is the pattern in this area dispersed, nucleated or linear? (c) Give one reason for your answer to (b).	(a) A homestead. (b) Dispersed or isolated. (c) The houses are far apart and scattered, which is typical of rural areas.
A growing trading centre has thousands of people, a market and many houses packed around a road junction and a water point. (a) Where does it fit in the hierarchy? (b) Name its pattern. (c) Say whether its main function is commercial or agricultural, and why.	(a) A town. (b) Nucleated or clustered. (c) Commercial, because trade is the main activity.
A road runs through a district, and the houses of a village stand in a straight line on both sides of it. (a) Name the pattern. (b) Name two other features along which houses can line up. (c) Say whether the village could still be rural.	(a) Linear or ribbon. (b) A river, a stream or a railway. (c) Yes, because size, work and services decide whether it is rural, not the road.

Worked examples for the board

Placing a settlement in the hierarchy

A group of five houses for farm workers on a farm is smaller than a village and bigger than one family home, so it is a hamlet. A place with hundreds of people living in a rural area is a village. A place with thousands of people and many services is a town.

Naming a pattern

Houses in a straight line along a river are linear. Houses packed round a borehole are nucleated. Single houses far apart over open farmland are dispersed.

Board plan

Top: homestead, hamlet, village, town, city. Middle: classification by size, function and location. Bottom: three diagrams of dispersed, nucleated and linear patterns, each with the key word and one example.

Mistakes to expect

Learners often think	Put it right
A village and a hamlet are the same thing.	A hamlet is smaller, with a few houses, and a village is larger, with hundreds of people.
Every settlement along a road is urban.	A rural settlement can lie along a road. The pattern is linear, but the settlement is rural or urban according to its size, work and services.
Settlements are classified by size only.	They can also be classified by function, by location, and by history and architecture.

Differentiation

Learners who struggle

Give learners who find the work hard a card with the five hierarchy words in order and one example next to each, and let pairs match three pictures or drawings to the patterns with a stronger learner reading each description aloud.

Learners who finish early

Ask learners to describe how a nucleated settlement could grow around a road junction and what could happen to its pattern as it grows.

Hearing or visual impairment

Read all scenarios aloud for learners with visual impairment and describe each pattern in words, for example houses in a straight line along a river. For learners with hearing impairment, face the class and write each key word on the board before discussing it.

No projector, no printing

Everything can be done with chalk and board. Draw the hierarchy and the three patterns on the board, and use the village around the school as the practical example.

If time is short

Teach the hierarchy and the three patterns on the board, and leave the other ways of classifying settlements for the next lesson.

Evaluation

Question or task	A correct answer shows
A family lives in one house among its fields, and a short walk away there are a few farm workers' houses. (a) Ask the learner to name the first settlement type. (b) Ask for the second settlement type. (c) Ask which is larger.	A homestead; a hamlet; the hamlet is larger because it has a few houses.
Houses stand in a line along a river and a road in a district of Zambia. (a) Ask the learner to name the pattern. (b) Ask for one other feature along which houses may line up. (c) Ask for one reason why people settle along a feature like this.	Linear or ribbon; a stream or a railway; the feature is useful, such as water or transport.

Homework

A learner lives in a place where houses are close together around a borehole and a road junction, and the nearest town is far away. (a) Name the pattern of the houses and give one reason for the grouping. (b) Say whether this pattern is more typical of rural or urban areas. (c) Draw the pattern and label the borehole and the junction.

Extra practice with answers

Question	Answer
1. A district has a coastal tourist settlement, an industrial settlement where goods are processed and a farming settlement inland. (a) Which classification is used here: size, function or location? (b) Name the settlement that is mainly for tourism. (c) Name the settlement for making and processing go	(a) Function and location. (b) The tourist settlement. (c) The industrial settlement.
2. A learner draws houses scattered over a wide area, far apart from each other, with grazing land between them. (a) Name the pattern. (b) Say whether it is rural or urban. (c) Say what work people in this area might do.	(a) Dispersed or isolated. (b) Rural. (c) Raising livestock and growing crops.
3. A teacher shows three pictures of settlements: one with a few houses, one with hundreds of people and one with thousands of people. (a) Name the settlement in each picture. (b) Say which is largest. (c) Say which is a hamlet.	(a) Hamlet, village and town. (b) The town. (c) The one with a few houses.
4. A class visits a nearby area to find out what kinds of settlement are found there and must report on it. (a) Name two things they should observe. (b) Say how they can show the pattern in the report. (c) Say why such a study is useful.	(a) The type of settlement and the arrangement of the houses. (b) A sketch map or drawing. (c) It helps people understand settlements and keep them in order.

Answers to the learners' check-yourself questions

1. A family lives in a single house surrounded by their maize fields, far from any other home. (a) What type of settlement in the hierarchy is this? (b) Is it rural or urban? (c) Give one reason for your answer in (b).
   (a) A homestead. (b) Rural. (c) It is in the countryside, with few people and farming land use.
2. A district has a trading centre with thousands of people, shops, a market and tarred roads, and a nearby group of about twenty houses for farm workers. (a) Classify the trading centre in the hierarchy. (b) Classify the group of farm houses. (c) Say whether the trading centre is mainly a commercial o
   (a) A town. (b) A hamlet. (c) Commercial, because the main activity is trade.
3. Houses in a village in Western Province are built in a line close to the bank of the Zambezi River. (a) Name the settlement pattern. (b) Give one reason why a pattern like this could form. (c) Name one other feature along which houses may line up.

(a) Linear or ribbon. (b) People settle close to the river, which is a useful feature. (c) A road, a stream or a railway.

4. A town has grown around a road junction and a borehole, and houses are packed close together. (a) Name the pattern. (b) Say why the houses gathered there. (c) Say whether this pattern is more typical of rural or urban areas.
   (a) Nucleated or clustered. (b) They gathered around useful features such as a road junction and a water source. (c) Urban areas.
5. A learner says that a village and a hamlet are the same thing, because both are in the countryside. (a) State one difference in size between them. (b) Name the settlement larger than both. (c) Give one way of classifying settlements other than by size.
   (a) A hamlet is smaller, with a few houses, while a village has hundreds of people. (b) A town. (c) By function, location, or history and architecture.
6. A class goes on a field visit to study settlements near the school and is asked to write a report. (a) Name two things the learners can use to identify settlement types. (b) Name two things they should record in the report. (c) Say why the report is useful.
   (a) Maps, atlases, photographs or charts. (b) The types of settlements found and the pattern of the houses. (c) It helps people understand and plan settlements.

Teacher's reflection

What went well:

What I will change next time:

Learners who need follow-up: