

Houses and Homes



First/Second Level Leaders' Notes

A cross-curricular, inter-disciplinary learning and teaching programme in support of the Curriculum for Excellence designed for First/Second Level focusing on:

Types of Homes, Roofs, Walls, Doors and Windows.

Curriculum Framework

3-18 A Curriculum for Excellence

A curriculum framework to meet the needs of all learners 3 - 18 A schematic guide for curriculum planners

Values

Wisdom, justice, compassion, integrity

The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.

The curriculum: 'the totality of all that is planned for children and young people throughout their education'

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

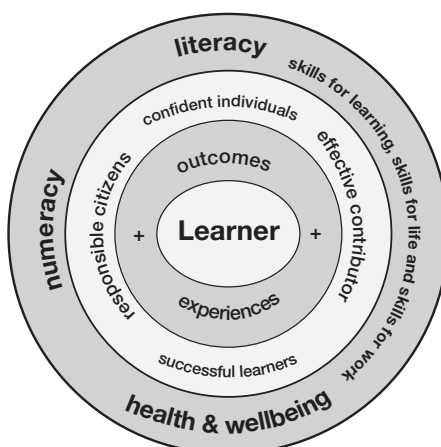
Learning and teaching

- Engaging and active
- Setting challenging goals
- Shared expectations and standards
- Timely, accurate feedback
- Learning intentions, success criteria, personal learning planning
- Collaborative
- Reflecting the ways different learners progress

Experiences and outcomes set out expectations for learning and development in:

- Expressive arts
- Languages and literacy
- Health and wellbeing
- Mathematics and numeracy
- Religious and moral education
- Sciences
- Social studies
- Technologies

Curriculum levels describe progression and development.



All children and young people are entitled to experience

- a coherent curriculum from 3 to 18
- a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment
- a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to achieve to the highest levels they can through appropriate personal support and challenge
- Opportunities to move into positive and sustained destinations beyond school

Personal Support

- review of learning and planning of next steps
- gaining access to learning activities which will meet their needs
- planning for opportunities for personal achievement
- preparing for changes and choices and support through changes and choices
- pre-school centres and schools working with partners

Principles of curriculum design:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

Arrangements for

- Assessment
- Qualifications
- Self-evaluation and accountability
- Professional development

support the purposes of learning

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Curriculum Levels

A Curriculum for Excellence 3-18

Level	Stage
Early	Pre-school and P1
First	To the end of P4, but earlier for some children
Second	To the end of P7, but earlier for some children
Third and Fourth	S1 to S3, but earlier for some. The fourth level broadly equates to SCQF level 4. Young people's programmes will not include all of the fourth level outcomes: in most curriculum areas, the fourth level experiences and outcomes are intended to provide possibilities for choice. <i>(Further guidance is available within the Building the Curriculum series.)</i>
Senior Phase	S4 to S6

STAGE	LEVELS : Curriculum for Excellence 3 - 18					LEVELS : 5 - 14	
Pre-School	Early						
P1	Early					Level A	Early Stages
P2	Early	First				Level A	Early Stages
P3		First				Level A / B	Early Stages
P4		First	Second			Level B / C	Middle Stages
P5		First	Second			Level C / D	Middle Stages
P6			Second			Level C / D	Middle Stages
P7			Second	Third/Fourth		Level D / E	Upper Stages
S1			Second	Third/Fourth		Level E / F	Upper Stages
S2				Third/Fourth		Level E / F	Upper Stages
S3				Third/Fourth			
S4					Senior		
S5					Senior		
S6					Senior		
College					Senior		

Curriculum Notes

These notes may be of help when planning a programme of work. Links to 3-18 curriculum guidelines and related activities are included. This unit is one in a series of five. See AUST website for more details.

Aims

- To support the teaching of elements of the 3-18 curriculum guidelines through a study of housing in the pupils' local area
- To increase pupils' awareness of different types of homes
- To give pupils opportunities to express feelings about what they see
- To foster the concepts of similarity, difference and comparison
- To provide opportunities for first-hand experiences in the local environment

Planning

Teachers are encouraged to investigate the area near their school and select streets that provide an accurate overview of the housing stock. In many instances it is possible to see a wide variety of types of homes, roof shapes and building materials from the school playground. This makes it easier for pupils to work outside and to complete the personal record sheets at their own pace and in any order.

Before taking the pupils to look at houses we suggest that they are aware of types of homes, roof shapes, construction materials and the language required to describe them. Teachers may find it useful to photograph particular features of buildings for display in class. Schools can easily start their own collection of building materials by contacting local building firms, slaters or builders' merchants. Discuss their form and function.

Using the 'Houses and Homes' Personal Record Sheets

Guidance notes for group leaders are written beside questions for pupils.

Pupils are best to be familiar with the personal record sheets before going outside. Direct observation is an important part of the unit and pupils should be encouraged to look, discuss and record as much as possible.

Pupils often know a great deal about their area and the house they live in and, as ever, this knowledge and interest should be harnessed for the benefit of all the class. Building work currently in progress and within easy reach of the school should also be utilised for learning.

During the first part of the trail ask the pupils to categorise the types of homes they can see. The focus then falls on the features of homes.

The following order is suggested:

Roof	- material, shape
Walls	- material, shape, texture, pattern of bonds, colour
Windows	- style, shape
Door	- materials, shape, design

Ask questions about:

- | | |
|---------------------------------------|---|
| • Presence/absence of chimneys | • Names of houses |
| • Number of floors (storeys) | • Presence/absence of garden |
| • Age of house (old/new) | • Would pupils like to live in house being studied? |
| • Odd/even numbers of houses on trail | • Pupils compare with their own homes |

Pupils could make rubbings of some external features of their houses, for example brickwork, harling, a ventilator. These can then be included with their personal record sheets.

The lower (graph) section of the survey on page 7 is for completion in school.

Links to the Curriculum for Excellence

The *Houses and Homes* learning and teaching programme meets many of the requirements of the Curriculum for Excellence 3 to 18.

The following pages provide an overview of the key Experiences and Outcomes at stages P4 to P6 that can be met by following this programme. This does not include any which may be involved in extension work.

EXPRESSIVE ARTS: Art and Design

I have the opportunity to choose and explore a range of media and technologies to create images and objects, discovering their effects and suitability for specific tasks. EXA 1-O2a

I can create and present work using the visual elements of line, shape, form, colour, tone, pattern and texture. EXA 1-O3a.

I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-O3a

I can create a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-O4a

Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail. EXA 2-O4a

Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 1-O5a / EXA 2-O5a

HEALTH AND WELLBEING: Mental, emotional, social & physical wellbeing

Social Wellbeing

I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. HWB 1-11a / HWB 2-11a

Physical Wellbeing

I know and can demonstrate how to travel safely. HWB 1-18a / HWB 2-18a

LITERACY AND ENGLISH: Listening and talking

Tools for Listening and Talking

When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. LIT 1-O2a

When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-O2a

Finding and Using Information

As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts. LIT 1-O5a

Understanding, Analysing and Evaluating

I can show my understanding of what I listen to or watch by responding to and asking different kinds of questions. LIT 1-O7a

LITERACY AND ENGLISH: Reading

Finding and Using Information

I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts. LIT 1-15a

Understanding, Analysing and Evaluating

To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. ENG 1-17a

LITERACY AND ENGLISH: Writing

Tools for Writing

I can spell the most commonly-used words, using my knowledge of letter patterns and spelling rules and use resources to help me spell tricky or unfamiliar words. LIT 1-21a

Throughout the writing process, I can check that my writing makes sense. LIT 1-23a

NUMERACY AND MATHEMATICS: Number, Money and Measure

Patterns and Relationships

I can continue and devise more involved repeating patterns or designs, using a variety of media. MTH 1-13a

NUMERACY AND MATHEMATICS: Shape, Position and Movement

Properties of 2D Shapes and 3D Objects

I have explored simple 3D objects and 2D shapes and can identify, name and describe their features using appropriate vocabulary. MTH 1-16a

Having explored a range of 3D objects and 2D shapes, I can use mathematical language to describe their properties, and through investigation can discuss where and why particular shapes are used in the environment. MTH 2-16a

I can explore and discuss how and why different shapes fit together and create a tiling pattern with them. MTH 1-16b

NUMERACY AND MATHEMATICS: Information handling

Data and Analysis

I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains. MNU 1-20a

I have used a range of ways to collect information and can sort it in a logical, organised and imaginative way using my own and others' criteria. MNU 1-20b

I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way. MNU 2-20b

Using technology and other methods, I can display data simply, clearly and accurately by creating tables, charts and diagrams, using simple labelling and scale. MTH 1-21a

SCIENCES: Materials

Properties and Uses of Substances

Through exploring properties and sources of materials, I can choose appropriate materials to solve practical challenges. SCN 1-15a

Earth's Materials

Having explored the substances that make up Earth's surface, I can compare some of their characteristics and uses. SCN 2-17a

SOCIAL STUDIES

People, Place and Environment

I can describe and recreate the characteristics of my local environment by exploring the features of the landscape. SOC 1-07a

Having explored my local area, I can present information on different places to live, work and relax and interesting places to visit. SOC 2-10a

By exploring my community and the groups within it, I can identify and consider different types of housing and how they meet needs. SOC 1-11a

TECHNOLOGIES

Technological Developments in Society

I can investigate how an everyday product has changed over time to gain an awareness of the link between scientific and technological developments. TCH 2-01b

Types of Homes

Pupils should be encouraged to observe and discuss the differences in house types.

Attention could then focus on the features of homes.

The following order is suggested:

Roof - material, shape

Walls - material, shape, texture, wallbond, colour

Windows - style, shape

Door - materials, shape, design

Pupils could be asked questions about:

- Presence/absence of chimneys
- Number of floors (storeys)
- Age of house (old/new)
- Odd / even numbers of houses on trail
- Names of houses
- Presence/absence of garden
- Would pupils like to live in house being studied?
- Pupils compare with their own homes

Pupils could make rubbings of e.g. brickwork, harling or ventilator at home and bring them to school to be included with their personal record sheets.

Before going out to look at houses pupils will have an understanding of each type of house and language to describe them. These definitions might help if pupils require a reminder:

- detached: a house where it is possible to walk all the way around
- semi-detached: a pair of houses joined together side by side
- terraced: a house joined with another on either side
- a terrace: a row of houses joined together each with their own entrance
- flat: a home on one floor, generally in a building with two or more storeys

- bungalow: a house with rooms on only one floor (can be detached or semi-detached)
- multi-storey: a building having many storeys
- cottage: a small, simple, house often found in the countryside

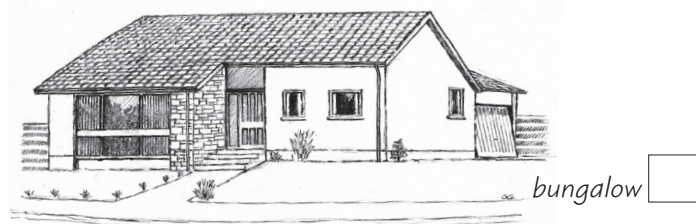
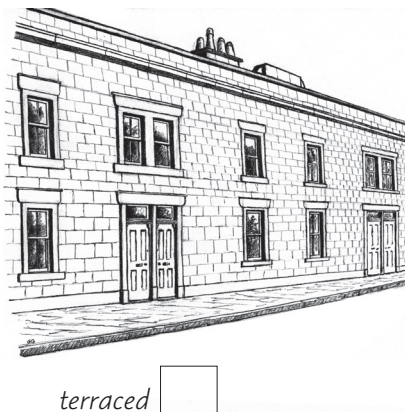
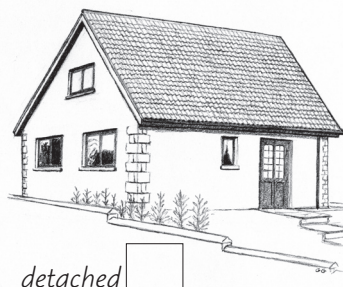
Stop at a convenient and safe place on your allotted street. Look at the houses from an appropriate distance where pupils can see a complete building. Pages 1 to 3 can now be discussed and the questions tackled.

The other sheets can be done together as a group or, where appropriate, pupils can be allowed to look at different houses and choose the buildings they prefer.

1

TYPES OF HOMES

1) Look for these types of homes.



2) Did you see any other type of home? _____

3) Which type of home is most common? _____

4) Which type of home do you live in? _____

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Roofs

Pupils may see roof shapes and roofing materials which are different to those illustrated.

Give assistance with the naming of each type.

This provides a good context for discussion about the purpose of a roof and could lead to investigations into the best choice for a given climate back in the classroom.

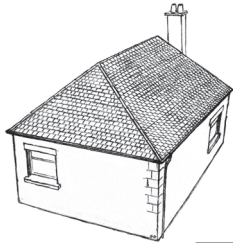
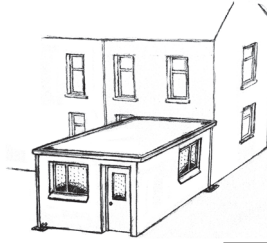
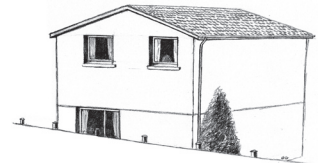
Francois Mansard (or Mansart), who lived from 1598-1666 used his own name for a roof having the lower part steeper than the upper i.e. double-pitched.

2

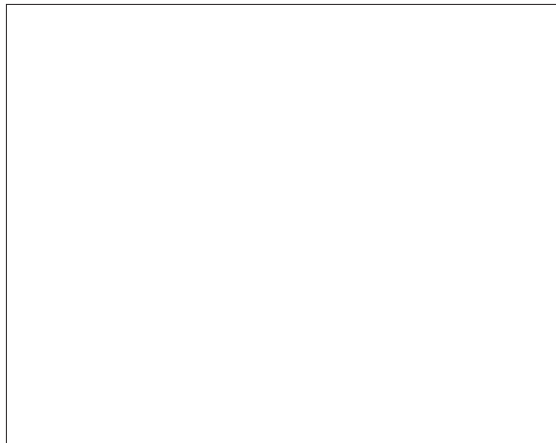
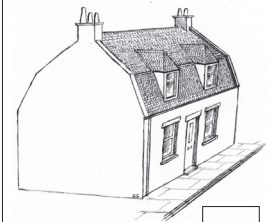
ROOFS

Roofs keep rain and snow out
and keep heat inside the house.

1) Look for these types of roofs. Tick ✓ the ones you see.

☐☐☐

2) Draw one you see.

☐☐

3) Choose a word from the list below to describe the roof you have drawn.

Circle

hipped • flat • pitched • mansard

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Discuss the differences between slates and tiles. Encourage the pupils to think about natural and man-made materials.

roof ridge,
T.V. aerial wire,
sky-light window

ROOFS

4) When rain falls on a roof it is channelled

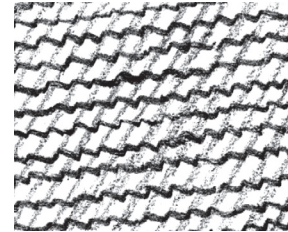
into a _____ Add this to your picture.

5) What building material has been used for the roof?

Tick ✓ or draw.



slates ☐



tiles ☐



Draw if different

6) What else can you see on the roof?

Circle

- ventilation pipe • guttering • rooflights
- television aerial • satellite dish • chimney
- birds
- plants
- finials

7) Add any other things you see.



Walls

Discuss different building materials both natural and man-made.

Encourage pupils to closely observe different wall bond patterns.

The material between the stones or bricks is called mortar.

The two main types are:

- cement mortar
- lime mortar

Investigations into the strength of different wall bonds could be made back in class.

4

WALLS

1) Tick the building materials used to make the walls.

☐

granite

☐

brick

☐

concrete block

☐

wood

☐

Fyfestone

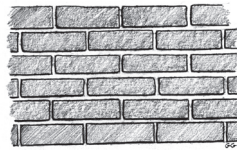
☐

sandstone

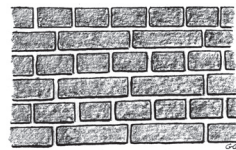
any other _____

When bricks or stones are built together they can make patterns called BONDS.

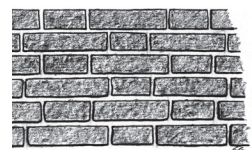
Here are some examples of bonds :



stretcher bond

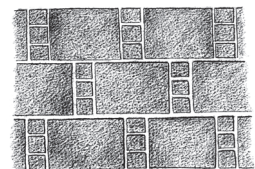
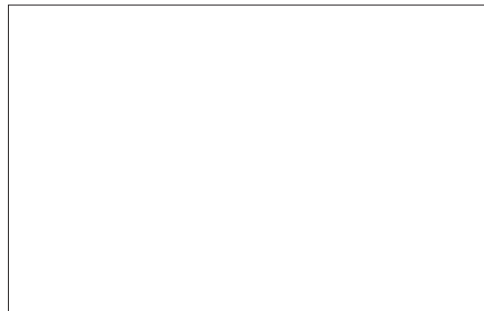


English bond



Flemish bond

2) Sketch the pattern on the wall.



snecked ashlar
or Aberdeen ashlar

3) Which pattern does it resemble most?

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Doors

Allow pupils to look at a good number of doors before choosing one that they particularly like. Remind them to look, and look again, before drawing in the details.

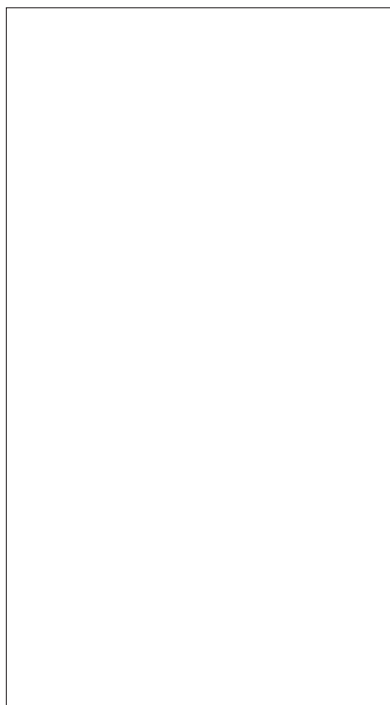
Discuss the term uPVC (unplasticised polyvinyl chloride). Pupils may not know that this is a man-made material. Discuss its advantages/disadvantages when compared with other materials.

uPVC is not maintenance free but perhaps requires less attention than wooden frames, which will need repainting. uPVC uses petrochemicals and is not generally biodegradable. Also, the manufacture and disposal can be harmful to the environment. Both wooden and uPVC doors will not last forever.

5

DOORS

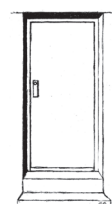
- 1) Look carefully at the houses around you.
 - a) Choose the door you like best.
 - b) Draw it in the box.



Think about these details as you draw ...

- handle
- keyhole / lock
- letterbox
- glass
- number
- peep-hole
- doorbell / door knocker
- draught excluder
- security entry system

Be careful not to miss anything !!



flush



panelled

- 2) Is the door flush or panelled?

- 3) What is the door made of? Circle

uPVC
(unplasticised
polyvinylchloride)

wood

glass

metal

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Windows

Encourage pupils to look for the windows which are most like those illustrated.

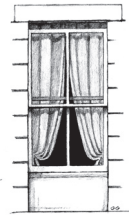
Remind pupils about the importance of close observation.

- 1) Sash and case windows originated in France but were developed and used extensively in the UK from 1700 until the early twentieth century.
- 2) Why are some windows subdivided into panes and some not?
- 3) Do you think the windows are of a type that always used to be in a property of this age or are they later replacements?

6

WINDOWS

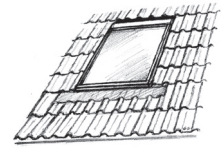
1) Why do houses have windows? _____



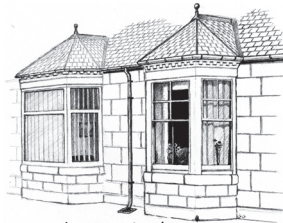
sash & case



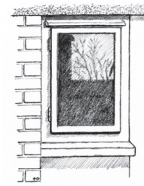
dormer



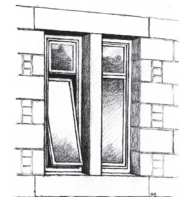
sky-light or roof-light



bay windows



side opening casement



swivel / tilt & turn

2) Draw one of the windows you see on the house in front of you.

Make it as detailed as you can.

3) Which one of the windows shown looks like the one you have drawn? _____

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Types of Homes

The survey is best done after pupils have had the opportunity to look at houses in the area. Survey one street which you consider to be typical of the area.

Alternatively, each group surveys a different street.

7

TYPES OF HOMES : A survey of the types of homes found in _____ on _____ (date)

- 1) Put ticks against each type of home you see on the trail.

Type of Home	Tally	Total
detached		
semi-detached		
terraced		
flat		
bungalow		
other type		

Show the information from the Tally Chart on the Graph.

Type of Home	Number of Homes of each type																			
detached																				
semi-detached																				
terraced																				
flat																				
bungalow																				
other type																				

0 2 4 6 8 10 12 14 16 18 20 22 24 26 28 30 32 34 36 38 40 42 44

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Feedback

Please send any comments about this material to the Aberdeen Urban Studies Trust:

enquiries@austrust.org.uk

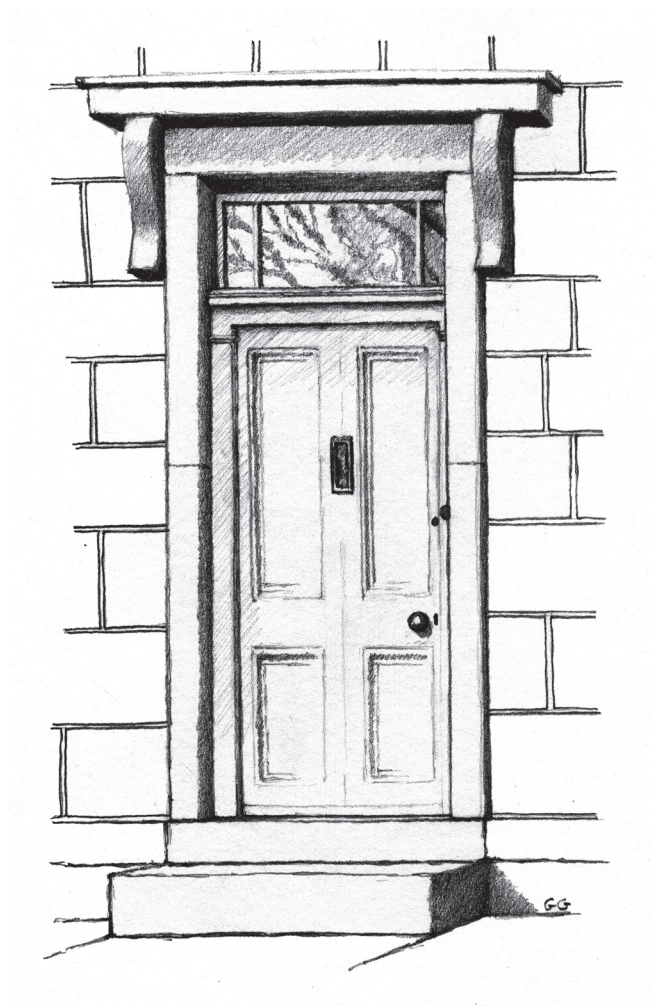
Feedback about the reactions of pupils and suggestions for inclusion in subsequent revisions are always welcome.

Examples of pupils' follow-up work can be sent to the AUST for display on-line at: www.austrust.org.uk

8

Keep this booklet in a safe place. You may want to refer to it again at some time.

It will remind you of the time when you looked at houses in your own area and in other parts of Scotland.



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