

Houses and Homes



First Level Leaders' Notes

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

Roofs, Walls, Windows and Doors.

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

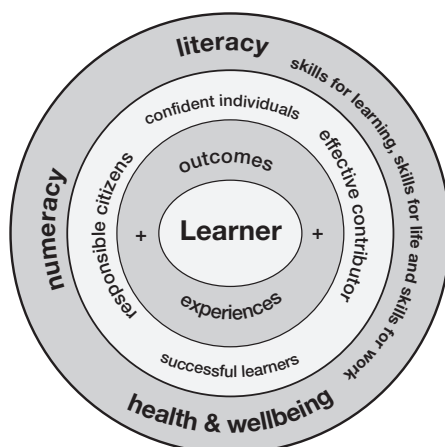
Learning and teaching

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

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 P1 to P3 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 a range of visual information through observing and recording from my experiences across the curriculum. EXA 1-O4a

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

Physical Wellbeing

I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. HWB O-16a / HWB 1-16a

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

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

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

Creating Texts

Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT O-O9a

As I listen and take part in conversations and discussions, I discover new words and phrases which I use to help me express my ideas, thoughts and feelings. LIT O-10a

LITERACY AND ENGLISH: Reading

Finding and Using Information

I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. LIT O-14a

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

As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information. LIT O-21b

Organising and Using Information

I am learning to use my notes and other types of writing to help me understand information and ideas, explore problems, generate and develop ideas or create new text. LIT 1-25a

Within real and imaginary situations, I share experiences and feelings, ideas and information in a way that communicates my message. LIT O-26a

By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. LIT 1-26a

Creating Texts

I can convey information, describe events or processes, share my opinions or persuade my reader in different ways. LIT 1-28a / LIT 1-29a

NUMERACY AND MATHEMATICS: Number, Money and Measure

Estimation and Rounding

I am developing a sense of size and amount by observing, exploring, using and communicating with others about things in the world around me. MNU O-01a

Patterns and Relationships

I have spotted and explored patterns in my own and the wider environment and can copy and continue these and create my own patterns. MTH O-13a

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 enjoy investigating objects and shapes and can sort, describe and be creative with them. MTH O-16a

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

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

SOCIAL STUDIES

People, Place and Environment

I explore and discover the interesting features of my local environment to develop an awareness of the world around me. SOC O-07a

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

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

People in Society, Economy and Business

I am aware that different types of evidence can help me to find out about the world around me. SOC O-15a

Before Setting Off ...

Teachers are reminded to brief all Group Leaders regarding the route that they will be taking. All matters relating to safety should be discussed.

Before leaving the playground look at the school building. It provides an appropriate starting point to identify and enter into discussion about the building materials observed and handled in the classroom. It also gives pupils an early opportunity to observe construction materials on buildings. Personal record sheets illustrating words used on page 3 may be completed using the school building.

Types of Homes

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:

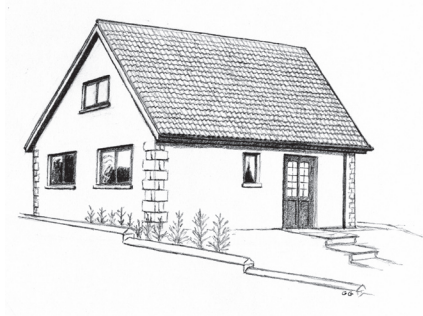
- **detached** - a house where it is possible to walk all the way around
- **semi-detached** - a pair of houses joined together side by side
- **terraced** - a house joined with another on either side
- **a terrace** - a row of houses joined together each with their own entrance
- **flat** - a home on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

1

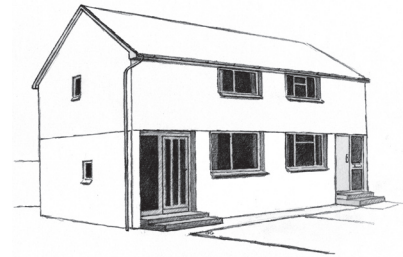
Types of homes

Look for homes like these.

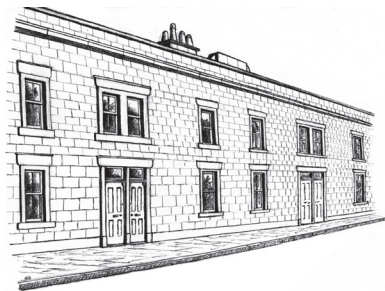
Tick the ones you can see.



d _____



s _____



t _____



f _____

detached • semi-detached • terraced • flats

First Level - Houses and Homes

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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 and 2 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.

Roofs

Pupils may see roof shapes and roofing materials which are different to those illustrated. This provides a good context for discussion.

Why has the roof been constructed in this way and using these materials?

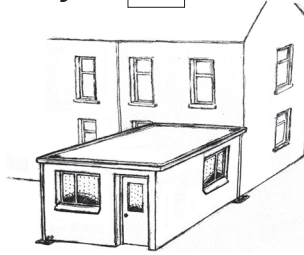
2

Roofs

Roof Shapes and Materials

Tick the ones you can see.

flat

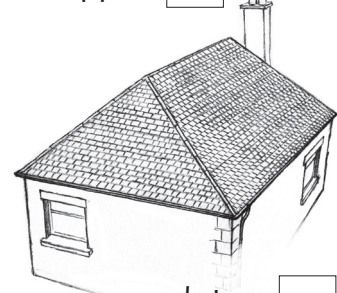


slates

tiles

roof felt

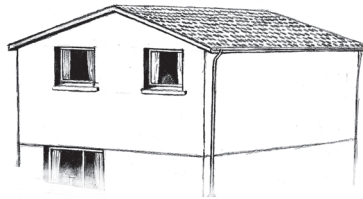
hipped



slates

tiles

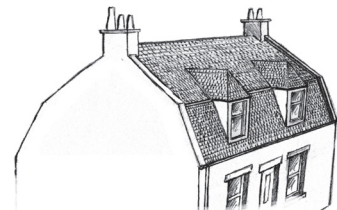
pitched



slates

tiles

mansard



slates

tiles

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Houses and Homes - First Level

Walls

Pupils draw the wall that they see in front of them. It may be completely different from the one drawn and may be without a recognisable bond.

A wall of words

Pupils will recognise most of the words from work previously done in the classroom.

The first letter of each word is shown in bold to help pupils with sounding.

Leaders can help by discussing which words are the most appropriate.

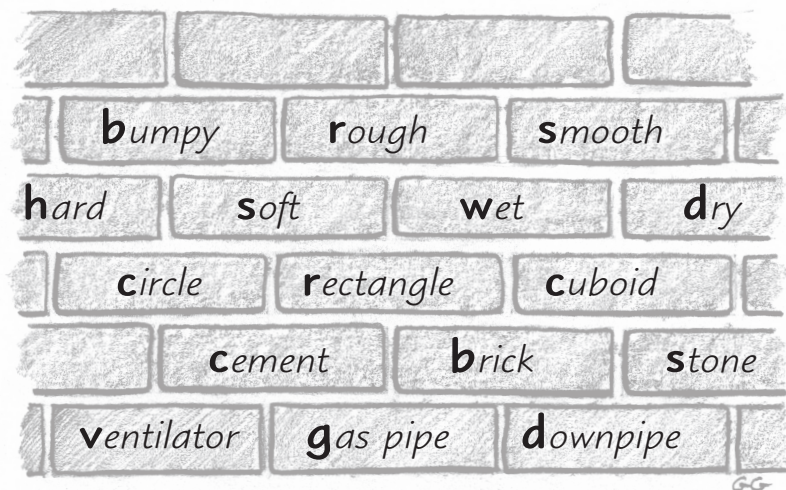
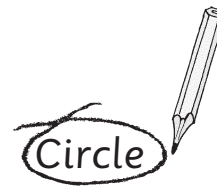
Single worksheets

This may be an appropriate point to use the single worksheets – these may have been used beforehand when looking at the school building.

Walls

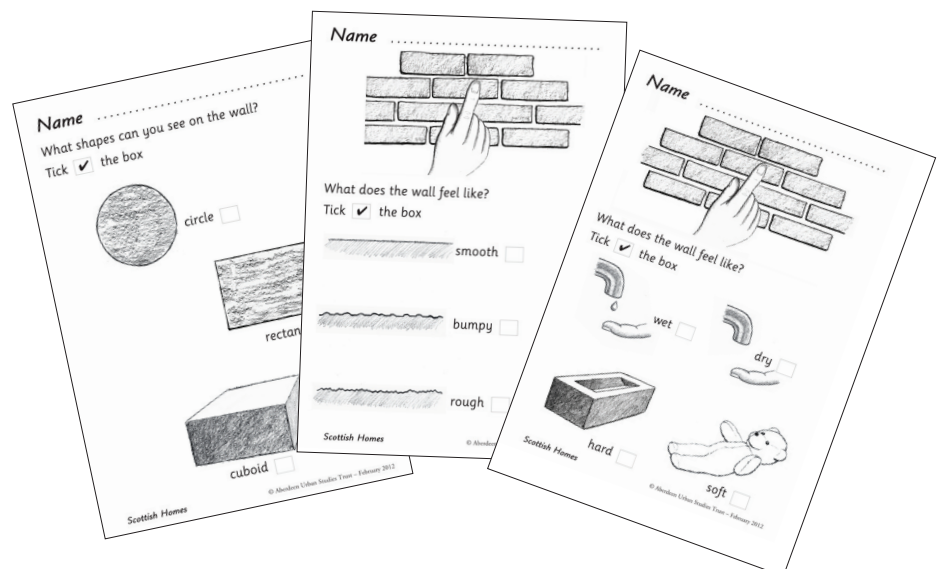
A Wall Of Words

3



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Walls

Pupils will have to be fairly close to a wall to observe detail.

Some typical things they may see include:

- plants
(moss, algae, lichen)
- cracks
- ventilators
- down pipes ...

Discuss why these are so prevalent on the pavement.

Try to spot other metal covers, e.g. 'pavement crossings', built to carry away flow from a down pipe.

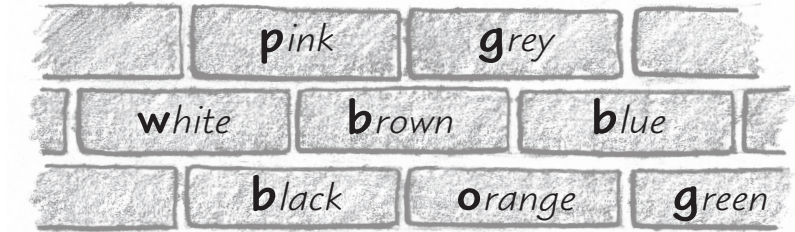
4

Walls

Building Stones

Which colours can you see on the wall?

Circle



Look for these on the pavement.

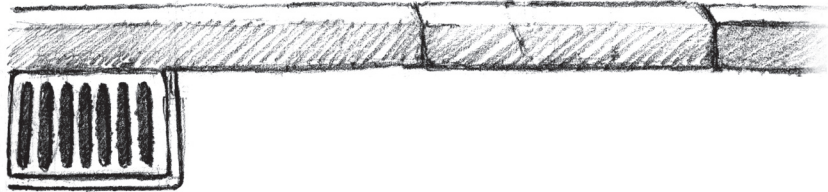
sewer cover



water cover



gas cover



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Houses and Homes - First Level

Windows

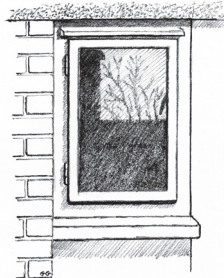
Encourage pupils to look for the windows which are most like those illustrated.

5

Windows

Look for windows like these.

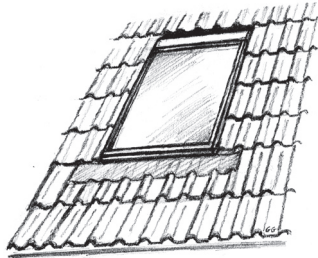
Tick



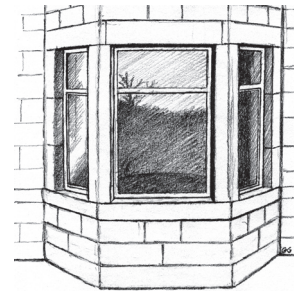
casement



dormer



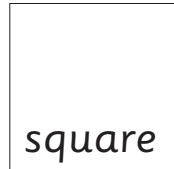
sky-light
or roof-light



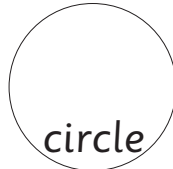
bay

What shape are they?

Tick



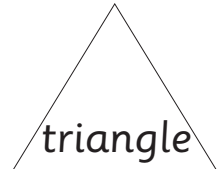
square



circle



rectangle



triangle

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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.

These could include:

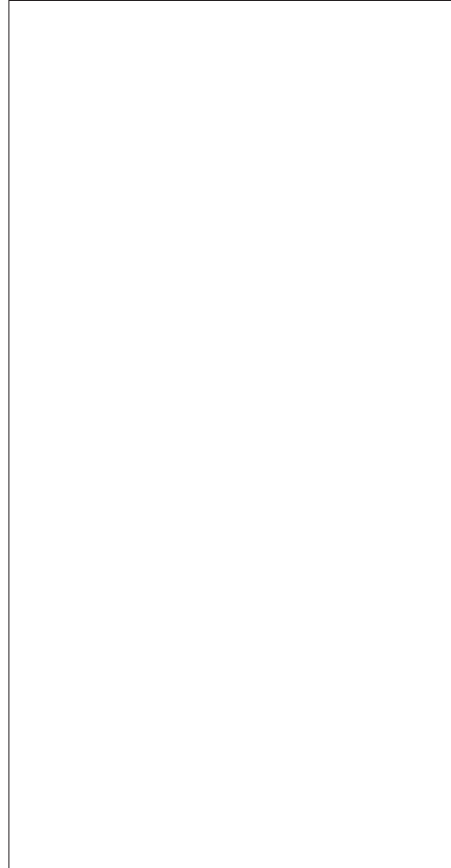
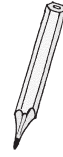
- handle
- keyhole/lock
- letterbox
- glass
- number
- peep-hole
- doorbell/door knocker
- draught excluder
- security entry system ...

6

Doors

Choose a front door.

Draw it below.



The door is made of ...

Circle

glass

metal

wood

plastic

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Houses and Homes - First Level

... back in school ...

My house is

Ask pupils to draw their home and encourage them to write a description of its physical characteristics.

My home is

Here pupils draw and write about their home concentrating more on the inside and how they feel when they are in their home with their family.

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:

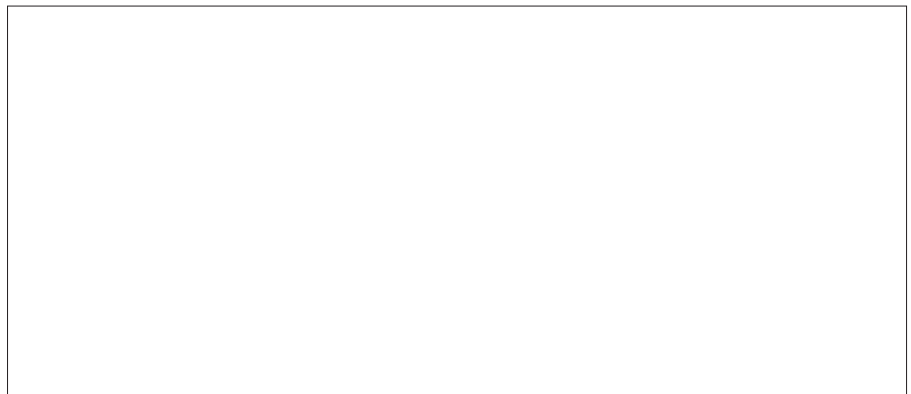
www.austrust.org.uk

Questions for back in school ...

My house is



My home is



Notes

Devised: Georgina Johnston & Catherine Robertson

Edited: Allan Paterson

Illustrated: George Galbraith

Layout: Steve Donaldson & John Sullivan

The *Houses and Homes* series of booklets is adapted and updated for the Curriculum for Excellence from the *Scottish Homes* series devised by the Aberdeen Urban Studies Trust

Supported by Aberdeen City Heritage Trust



Aberdeen Urban Studies Trust

Braeside School

Braeside Place

Aberdeen AB15 7TX

Tel: (01224) 313953

Email: enquiries@austrust.org.uk

Web: www.austrust.org.uk



ABERDEEN
CITY COUNCIL

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