

# *Houses and Homes*



## *Second/Third Level Leaders' Notes*

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

*Homes - their styles, design, materials used, features and services*

# 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

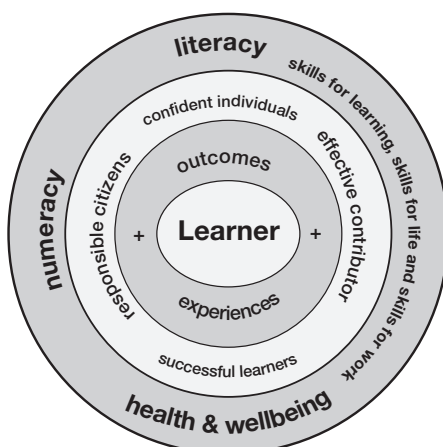
#### Learning and teaching

- 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	<b>Early</b>					
P1	<b>Early</b>				Level A	Early Stages
P2	Early	<b>First</b>			Level A	Early Stages
P3		<b>First</b>			Level A / B	Early Stages
P4		<b>First</b>	Second		Level B / C	Middle Stages
P5		First	<b>Second</b>		Level C / D	Middle Stages
P6			<b>Second</b>		Level C / D	Middle Stages
P7			<b>Second</b>	Third/Fourth	Level D / E	Upper Stages
S1			Second	<b>Third/Fourth</b>	Level E / F	Upper Stages
S2				<b>Third/Fourth</b>	Level E / F	Upper Stages
S3				<b>Third/Fourth</b>		
S4					<b>Senior</b>	
S5					<b>Senior</b>	
S6					<b>Senior</b>	
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.

Sections on a grey background are completed in school.

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:

<b>Roof</b>	- material, shape
<b>Walls</b>	- material, shape, texture, pattern of bonds, colour
<b>Windows</b>	- style, shape
<b>Door</b>	- 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.

This page provides an overview of the key Experiences and Outcomes at stages P6 to S2 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 continued to experiment with a range of media and technologies, handling them with control and assurance to create images and objects. I can apply my understanding of the properties of media and of techniques to specific tasks. EXA 4-O2a

## HEALTH AND WELLBEING: Mental, Emotional, Social and Physical Wellbeing

### Physical Wellbeing

I know and can demonstrate how to travel safely. HWB 3-18a / HWB 4-18a

## LITERACY AND ENGLISH: Listening and Talking

### Tools for Listening and Talking

When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage them to take account of others' points of view or alternative solutions. I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking. LIT 4-O2a

### Creating Texts

When listening and talking with others for different purposes, I can:

- communicate detailed information, ideas or opinions
- explain processes, concepts or ideas with some relevant supporting detail
- sum up ideas, issues, findings or conclusions. LIT 4-O9a

## LITERACY AND ENGLISH: Reading

### Finding and Using Information

I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate. LIT 3-15a / LIT 4-15a

## LITERACY AND ENGLISH: Writing

### Organising and Using Information

I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, generate and develop ideas or create original text. I recognise when it is appropriate to quote from sources and when I should put points into my own words. I can acknowledge my sources appropriately. LIT 3-25a

I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text. I can make appropriate and responsible use of sources and acknowledge these appropriately. LIT 4-25a

## SOCIAL STUDIES

### People, Place and Environment

Having investigated processes which form and shape landscapes, I can explain their impact on selected landscapes in Scotland, Europe and beyond. SOC 3-O7a

## TECHNOLOGIES

### Craft, Design, Engineering and Graphics Contexts for Developing Technological Skills and Knowledge

Having explored graphical techniques and their application, I can select, organise and represent information and ideas graphically. TCH 3-15a

I gain inspiration from natural forms, the built environment or imagination to develop a creative idea which could be realised using computer aided manufacture. TCH 3-15b

## Types of Homes - Design

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 its own entrance and having the same style
- flat : a home on one floor, generally in a building having 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

## Types of Homes : Design <sup>1</sup>

Look at one house.

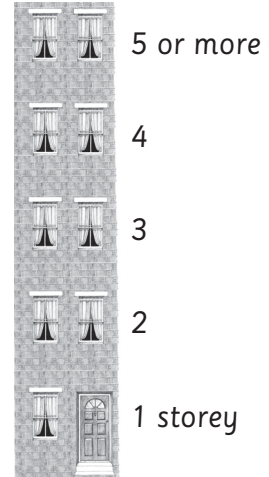
1) What type of home is it? Circle

cottage                      detached                      semi-detached  
terraced                      flat / tenement                      high-rise  
semi-detached bungalow                      detached bungalow

2) How many storeys does the building have? \_\_\_\_\_

3) Tick ✓ the features you see.

- |                         |                          |                     |                          |
|-------------------------|--------------------------|---------------------|--------------------------|
| a number                | <input type="checkbox"/> |                     |                          |
| a name                  | <input type="checkbox"/> |                     |                          |
| a chimney               | <input type="checkbox"/> |                     |                          |
| a garden                | <input type="checkbox"/> |                     |                          |
| a garage                | <input type="checkbox"/> |                     |                          |
| a porch                 | <input type="checkbox"/> | external lighting   | <input type="checkbox"/> |
| an extension            | <input type="checkbox"/> | a television aerial | <input type="checkbox"/> |
| a conservatory          | <input type="checkbox"/> | a satellite dish    | <input type="checkbox"/> |
| a security entry system | <input type="checkbox"/> | a burglar alarm     | <input type="checkbox"/> |



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Second/Third Level - Houses and Homes

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 pages can be completed as a group or, where appropriate, pupils can be allowed to look at different houses and choose the buildings they prefer.

Sections on a grey background are completed back in the classroom.

## Types of Homes - Materials

Check that pupils are aware of natural and man-made building materials.

### Roof:

<i>Natural</i>	<i>Man-made</i>
slate	synthetic slate
clay pantile	concrete tile
stone flag	felt
	metal

### Wall:

<i>Natural</i>	<i>Man-made</i>
granite	artificial granite
sandstone	Fyfestone
limestone	concrete block
wood	concrete brick
clay brick	roughcast
lime harling	metal

“Weathering” in relation to its effect on building materials should be discussed.

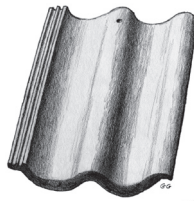
Related experiments may be conducted in class

2

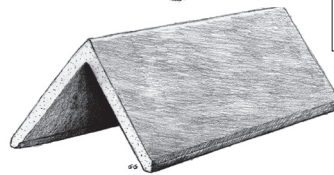
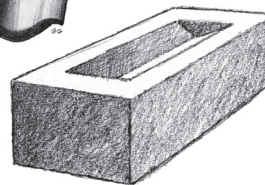
## Types of Homes : Materials

- 4) Which building materials have been used?  
List those which you think are natural and those which are man-made.

Natural

Man-made

- 5) Can you see any signs of weathering?  
(e.g. discolouring or worn brickwork or stonework)

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Second/Third Level - Houses and Homes

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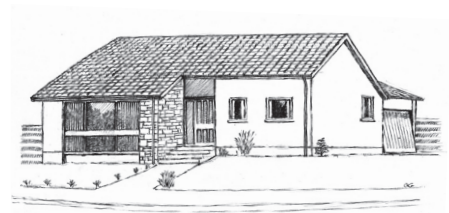
Use your local property pages for further examples of descriptions and illustrations.



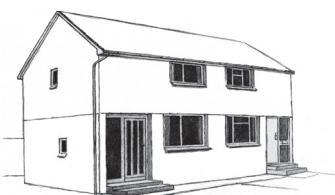
detached



terraced



bungalow



semi-detached



tenements



multi-storey

## Types of Homes - Design

Which type of home is most common?  
Discuss why this is.

## Boundaries

Consider why people like to have their boundary marked out in some way.

3

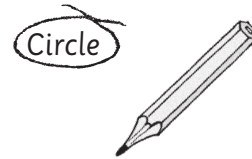
## Types of Homes : Design

Look at the other houses around you.

6) Tick  each type you see.

detached house	<input type="checkbox"/>	detached bungalow	<input type="checkbox"/>
semi-detached house	<input type="checkbox"/>	semi-detached bungalow	<input type="checkbox"/>
terraced house	<input type="checkbox"/>	flat / tenement	<input type="checkbox"/>
high-rise	<input type="checkbox"/>	<input type="text"/>	

7) Do the houses have gardens?



all / some / none

## Boundaries

1) Is there evidence of how boundaries around properties are marked? (e.g. fences, walls, hedges) Tick

hedge	<input type="checkbox"/>	metal railing	<input type="checkbox"/>
wooden fence	<input type="checkbox"/>	concrete wall	<input type="checkbox"/>
stone wall	<input type="checkbox"/>	brick wall	<input type="checkbox"/>
harled wall	<input type="checkbox"/>	gate	<input type="checkbox"/>
<input type="text"/>			

## Extra Features

Pupils should each choose a different property to study. Care should be taken not to stray into private areas.

## Gardens

Discuss the benefits of a garden for people and wildlife.

At this point ask pupils to look for evidence of the provision of services e.g. gas, electricity, water.

## Extra Features

People choose to decorate their homes in different ways. They can make them special through the features they add.

- 1) What evidence of this can you find?  
Write it on the chart below.

<i>hanging basket</i>	
<i>external lighting</i>	

## Gardens

- 2) What do you see in front gardens?  Circle

- a path
- a grassy area
- trees / shrubs
- flowers / plants
- a parking space
- a play area
- garden ornaments
- garden furniture

## Condition of Houses

Consider regular maintenance - care of paintwork, woodwork, slates, guttering etc.

Discuss the importance of keeping houses watertight. Possible consequences of water penetration:

- dampness : which may encourage fungal growth
- damage to timber
- collapse of ceilings

Discuss the impact on value of the property if it is not maintained or the effect on the appearance of the building's street.

How do pupils feel about a derelict building?

## Surrounding Area

Discuss the meaning and perhaps origin of the word "vandalism".

Discuss why vandalism takes place.

What preventative measures have been tried? Discuss the success or failure of these.

What examples of pollution are in evidence? e.g. noise, litter, dog-fouling. Discuss the causes and preventative measures.

## Condition of Houses

1) Is there evidence of maintenance being required in the houses you see?

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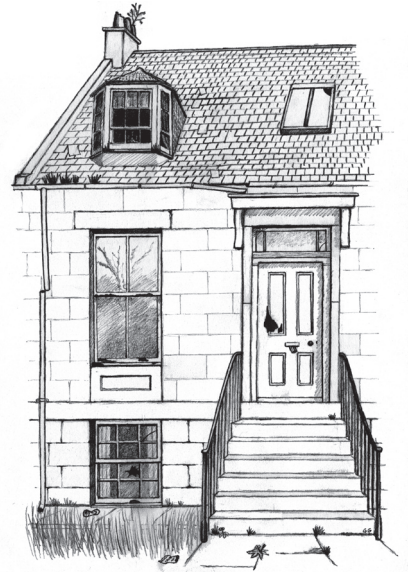
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## Surrounding Area

1) Do you see signs of vandalism?

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2) Are there signs of pollution?

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### Services – Heating

During the trail look for evidence of the types of energy used in houses e.g. chimneys, gas flue, oil tank in garden.

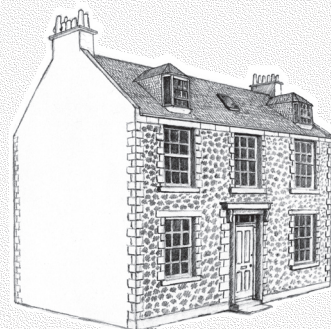
Older houses usually have a newer central heating system installed.

Houses may have solar or photovoltaic panels.

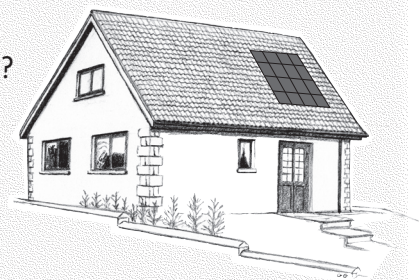
### Services – Heating

1) How is your home heated?  
\_\_\_\_\_

2) How were older homes heated?  
\_\_\_\_\_



3) How are newer homes heated?  
\_\_\_\_\_



4) How can you tell?

older homes

newer homes

## Services

This page should encourage pupils to think about the services provided to their homes.

While walking with the pupils try to identify the various street covers showing the presence of these services.

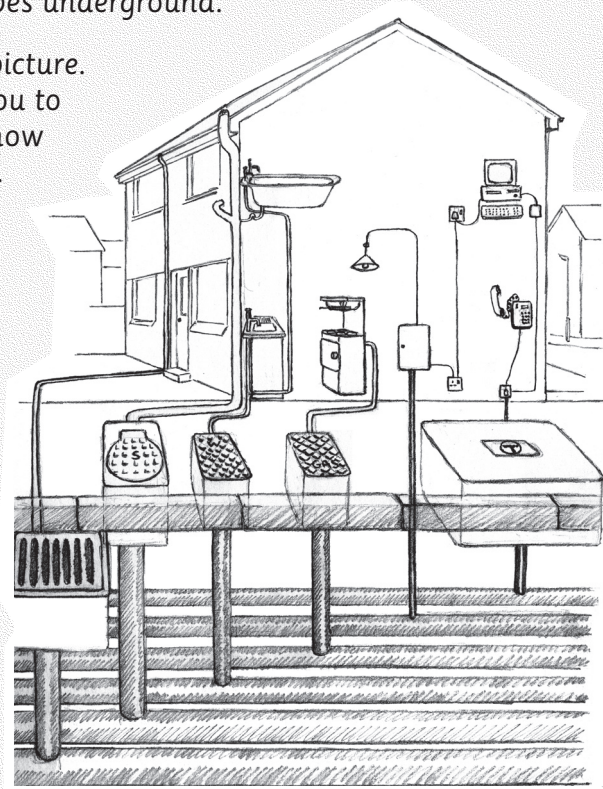
You may wish to take rubbings of these.

## SERVICES

Have you ever thought about what is under the street?

Electricity, gas, water, sewage and rainwater are carried by wires and pipes underground.

Look at the picture.  
It will help you to understand how this happens.



4) Using the colours indicated on the key below, identify the services on the diagram.

Water	<input type="text" value="blue"/>	Gas	<input type="text" value="yellow"/>
Electricity	<input type="text" value="black"/>	Telephone	<input type="text" value="black"/>
Rainwater sewer	<input type="text" value="terracotta"/>	Foul sewer	<input type="text" value="red"/>

### Streetwise

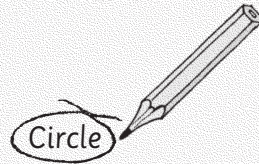
Having looked at the local area, pupils are given the opportunity to form value judgements about their own street.

Encourage pupils to think of reasons why their street has performed well, or not so well, in a given category.

### Streetwise

Now that you have looked at the local area, think carefully about the street where you live.

- 1) For each of the words below record, on a scale of 1 - 5, the number that you think best describes your street. Circle 5 if you think it is very clean but if it is not at all clean, circle 1.



1 2 3 4 5 attractive

1 2 3 4 5 clean

1 2 3 4 5 quiet

1 2 3 4 5 friendly

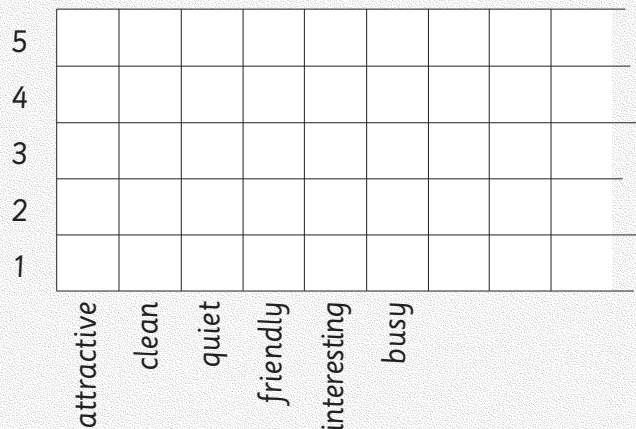
1 2 3 4 5 interesting

1 2 3 4 5 busy

1 2 3 4 5

You may wish to add categories of your own.

Now represent this data on the bar graph.



Use a different colour for each category.

## Feedback

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

[enquiries@austrust.org.uk](mailto: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](http://www.austrust.org.uk)

9

2) What do you particularly like / dislike about your street?

like

dislike

3) Are there ways in which the area could be further improved? Add your suggestions here:

Devised: Georgina Johnston & Catherine Robertson

Edited: Allan Paterson

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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



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