



# Engaging Places

A resource to support teaching and learning through buildings and places



## Homes and houses (1), by David Walmsley, education consultant

Curriculum subject/s	Art & design, History, Literacy
Key stage/s	2 & 3 - designed for use with SEN pupils.
Curriculum outcomes	Knowledge and understanding of visual elements – colour, pattern, line, shape and form – used in the design of buildings. Understanding chronology. Change and continuity (buildings through time).
Lesson objectives	To analyse, compare and talk about the design of different homes. To work together to sequence homes in chronological order. To identify and talk with confidence about which materials were used to construct past and present homes.

### Starter

- Give pairs of children a photograph of a house that has been cut into pieces and ask them to reassemble it.
- Repeat using pieces of photographs of two different houses.
- Talk about what features helped them assemble the photographs.
- Ask children to describe each house.
- How are they similar or different? (15)

### Main

- Give pairs or small groups of children sets of photographs of houses and ask them to place them in chronological order.
- Talk about how they sequenced them.
- Work with children to re-order the homes by giving a little historical information (if appropriate).

## **Main (cont.)**

- Use the photographs for a series of sorting activities by asking children to group them under different headings. Use large coloured pieces of paper or different coloured hoops, on which you place headings such as: Large, medium or small; Attractive or unattractive; House I'd like to live in or house I wouldn't; etc.
- Extend activity by simulating Venn diagrams using two, and then possibly three, overlapping hoops. Children can place photographs inside hoops indicating houses built of wood, stone or brick, or different combinations. (30)

## **Plenary**

- Use lifestyle magazines to compile a collage of different types of homes.
- Arrange as a street.
- Where appropriate, invite children to add descriptive labels to some of the houses. They could describe style, shape and materials used, selecting from a pre-prepared set of labels. (15)

## **Just around the corner**

- Walk around the school perimeter or a street nearby to look at different homes.
- List, draw, describe or photograph different types.
- Draw attention to any homes that were originally built for other purposes and recently converted.

## **Assessment for learning**

Formative:

Explain to children the set challenges and tell them that after each one you will be asking them at the end what they did to meet them.

Summative:

Invite children to share how they responded to each challenge and what they need to consider before moving on to the next task.

## **Resources**

- Cut-up photographs of two different houses
- Set/s of houses from different periods
- Sheets of coloured paper and/or coloured hoops
- Sets of pre-prepared descriptive labels (optional)
- [www.whc.unesco.org/en/list](http://www.whc.unesco.org/en/list)
- Engaging Places 'in your area' - [www.engagingplaces.org.uk](http://www.engagingplaces.org.uk)

This resource is from a bank of resources created for Engaging Places by practising teachers and education professionals. If you have ideas for using buildings and places in teaching and learning, and would like to help us create further resources, please email: [engagingplaces@cabe.org.uk](mailto:engagingplaces@cabe.org.uk)

## **Cross-curricular links**

ICT: Children could learn how to use the Internet to research different homes. [www.whc.unesco.org/en/list](http://www.whc.unesco.org/en/list) has images of homes in World Heritage Sites around the globe that children can seek out.

Numeracy: Children learn how to recognise shape and scale; Children learn how to communicate accurately using mathematical language.

Personal, learning and thinking skills: Children learn how to reach agreements in order to achieve results.

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