



Curriculum pack 3 – Housebuilding through the ages


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Introduction



This curriculum pack is aimed at key stage 2 pupils and comprises five team-based activities focusing on the different ways which houses were built throughout history:

- **Activity 1** – A trip down memory lane
- **Activity 2** – Be a Tudor builder
- **Activity 3** – Building a new home
- **Activity 4** – Housebuilding today
- **Activity 5** – New homes – old and new styles

Where you see the  symbol you may wish to contact a local building industry professional to help you deliver the activity.

Some activities are accompanied by supporting resource sheets. Teams can use these sheets to prepare their answers – you can photocopy these sheets as needed. At the back of the pack there are notes for teachers.

A trip down memory lane



Activity 1

(Resource sheets 1a-1c: Architecture through the ages can be used with this activity)

Walking down a street in England you can easily pass Victorian, Tudor, Georgian and contemporary buildings all mixed together. There are many clues to help you work out how old a house is. In this activity, you will learn about the different styles of architecture through the ages.

- **FIND** the key words in bold in resource sheets 1a – 1c and organise them alphabetically
- **WRITE** the meanings beside each word to create a glossary

Tudor



Victorian



Georgian



Contemporary



Resource sheet 1a: Architecture through the ages

Tudor architecture (1485-1603)

Construction

Ordinary homes in Tudor times were half timbered. They were made with timber and wattle and daub.

Wattle is the name for intertwined sticks that are placed in a wall between posts.

Daub is a mixture of clay, sand and dung that is smeared into and over the wattle to make the wall. The daub was often painted with limewash to make it look white and the wooden timbers were coated with black tar to prevent rot. The effect was a striking black and white house. The upper storeys were often bigger than the ground floors and would overhang. This overhang was called a **jetty**.

Roofing

Many Tudor houses had steep thatched roofs or were covered with clay or stone tiles. They were often topped with decorative chimney pots.

Windows

Glass was first used in Tudor times. It was extremely expensive and so windows were very small. Small diamond or square panes were set in lead strips and supported by stone uprights called **mullions**. They were usually **casement windows**, windows on a hinge that opened outwards, so air could be let in and rubbish and waste could be thrown out. People who couldn't afford glass used polished horn, cloth or even paper.

Rich homes

The rich Tudors lived in country mansions often designed to a symmetrical plan – E and H shapes were popular. Brick and tiles were used for the walls and roofs. Because glass was expensive it became a status symbol and rich houses had as much glass as possible.



Wattle

Daub



Jetty

Resource sheet 1b: Architecture through the ages

Georgian architecture (1714-1830)

Construction

Georgian houses were built of brick. A typical Georgian house was elegant and formal in style. They were built in a square symmetrical shape. They often had pillars in front of the house.

Roofing

The roof was often hidden behind a **parapet**, or low wall built around the edge of the roof. They were called **hipped roofs**, which means they sloped upward from all the sides of the building. There were usually paired chimneys in keeping with the symmetrical effect.

Windows

Georgian houses had **sash windows**, which are windows that slide up and down. They would have a **fan light** above the door – a fan shaped window. There was a heavy tax on windows in Georgian times. The number of windows you had was a sign of your wealth so poor people only had one window for each floor. Some people bricked up their windows so that they didn't have to pay the tax.



Resource sheet 1c: Architecture through the ages

Victorian architecture (1837-1901)

Construction

Victorian houses were made of brick. Terraced housing was typical of Victorian times. These houses were built in rows very close together. This was to accommodate people moving into the new industrial towns to work in the mills and factories. They were typically small with two rooms upstairs and two downstairs. There were no gardens, just small back yards with outside toilets.



Rich people had houses that were better built and a lot larger. They had flushing toilets, gas lighting and inside toilets. Victorian houses were often decorative with patterned brickwork. Iron railings in front of the house were a popular feature.

Roofing

Roofs were tiled with slate.

Windows

The Victorians invented a way to make big panes of glass called **sheet glass**. This meant that they could have bigger windows. **Bay windows** were very popular. These are windows that project, normally with a flat front and slanted sides. Bay windows let more light into rooms.

Be a Tudor builder



Activity 2

- **BUILD** a model wall using wattle and daub, in the style of the Tudor house builders.
- **MAKE** a base using a strip of clay.
- **SECURE** a line of strong sticks along the base as upright supports.
- **USE** more flexible sticks to weave in and out of the uprights. This is called the wattle.
- **MIX** sand and clay together and smear it into and over the sticks to make the wall. The mixture of sand and clay is called daub. In Tudor times there would have been dung mixed in as well but there is no need for us to be that authentic!

Building a new home



Activity 3

(Resource sheet 2: Building a new home can be used with this activity)



- **VISIT** a local housing development or research online to see how we build modern homes from start to finish.
- **NUMBER** the 12 main stages involved in house building on resource sheet 2.



Resource sheet 2: Building a new home

The way we build houses today is very different.

Your challenge

Visit a local housing development to see how we build modern homes from start to finish. There are twelve main stages involved in building a new home. These are written below in the wrong order. Can you number the stages in the correct sequence?

	Correct sequence
Plaster walls	
Handover	
Build brickwork to roof level	
Excavate ground	
Pour concrete	
Lay foundations	
Lay house floor	
Paint the walls	
Install plumbing, wiring, door lining	
Fit kitchens, bathrooms, doors, boiler, skirting boards	
Clean and tidy up	
Lay timber and tiles for roof	

Housebuilding today



Activity 4

- **LIST** the type of equipment and materials that are used to build houses today. Fifty years ago, these stages of building a house would have been completed very much in the same way as they are today, but today we have more sophisticated equipment and better materials. Examples of these include diggers, electric drills, plastics and plasterboard.
- **DISCUSS** how modern equipment and materials help to make a builder's job easier than fifty years ago.
- **LIST** as many of the people involved in building a home as you can and examples of the type of things they would do



New homes – old and new styles



Activity 5

- **EXPLORE** your local area or research online to find a new building in Tudor style. What are the main features and how do you know it is a new build and not an authentic Tudor house?
- **DESIGN** a home that embraces everything contemporary to you. Try to avoid any features of the historical architecture that you may have seen in resource sheets 1a–1c. Be inventive with the materials you use. Consider both the way the house looks and its environmental impact, like a lot of modern housebuilders do.



Tudor house



Modern house

Teachers' notes

Links to the National Curriculum

Activity 1

Reading: retrieve, record and present information from non-fiction.

Activity 2

Art and design: improve their mastery of art and design techniques

Computing: use search technologies effectively;

D&T: perform practical tasks, investigate and analyse... products evaluate their ideas and products... consider the views of others to improve their work.

Activity 3

Reading: retrieve, record and present information from non-fiction.

Activity 4

Pupils list equipment and materials used in house building today.

Computing: use search technologies effectively

D&T: ...investigate and analyse

Activity 5

Art and design: improve their mastery of art and design techniques

Computing: use search technologies effectively

D&T: perform practical tasks, investigate and analyse... products evaluate their ideas and products... consider the views of others to improve their work.

Teachers' notes

Links to the Curriculum for Excellence

Activity 1

Literacy: 2-15: "can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate".

Activity 2

Expressive Arts: 2-02a: have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks"; 2-04a: "Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail"; 2-06a: "I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem"

Technologies: 2-01a: "When exploring technologies in the world around me, I can use what I learn to help to design or improve my ideas or products"; 2-01b: "I can investigate how an everyday product has changed over time to gain an awareness of the link between scientific and technological developments".

Activity 3

Literacy: 2-15: "can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate"

Technologies: 2-01a: "When exploring technologies in the world around me, I can use what I learn to help to design or improve my ideas or products"; 2-01b: "I can investigate how an everyday product has changed over time to gain an awareness of the link between scientific and technological developments".

Teachers' notes

Activity 4

Literacy: 2-15: “can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate”

Technologies: 2-01a: “When exploring technologies in the world around me, I can use what I learn to help to design or improve my ideas or products”; 2-01b: “I can investigate how an everyday product has changed over time to gain an awareness of the link between scientific and technological developments”.

Activity 5

Literacy: 2-15: “can make notes, organise them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate”

Expressive arts: 2-02a: “have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combining them for specific tasks”; 2-04a: “Through observing and recording from my experiences across the curriculum, I can create images and objects which show my awareness and recognition of detail”; 2-06a: “I can develop and communicate my ideas, demonstrating imagination and presenting at least one possible solution to a design problem”

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Teachers' notes

Links to the NLNF and Welsh national curriculum

Activity 1

Reading

Locating, selecting and using information

Reading strategies:

Use a range of strategies for finding information; read closely, annotating for specific purposes; use internet searches carefully, deciding which sources to read and believe.

Activity 2

Art and design

Pupils should be stimulated and inspired, where appropriate, by:

- images and artefacts from a variety of historical and contemporary cultures and contexts.

Pupils should investigate:

- the properties of materials and processes
- natural objects and environments
- made objects and environments
- imagined objects and environments.

They should, where appropriate, apply to their own work findings collected from a variety of contexts including:

- different cultures and periods

D&T

Pupils should be given opportunities to:

- measure, mark out, cut, shape, join, weigh and mix a range of materials and ingredients, using appropriate tools/utensils, equipment and techniques.

Pupils should be given opportunities to develop their design and technology capability through:

- tasks in which they learn about the responsible use of materials, considering issues of sustainability.

Pupils should be given opportunities to:

- discuss their products, and evaluate their work, e.g. explain why and how they made their product and what they think about its function, features, performance, taste.

Teachers' notes

Activity 3

Reading

Locating, selecting and using information

Reading strategies:

Use a range of strategies for finding information; read closely, annotating for specific purposes; use internet searches carefully, deciding which sources to read and believe.

Activity 4

ICT

Find information from a variety of sources for a defined purpose.

Activity 5

ICT

Find information from a variety of sources for a defined purpose

D&T

Pupils should be given opportunities to develop their design and technology capability through:

- tasks in which they learn about the responsible use of materials, considering issues of sustainability.

D&T Pupils should be given opportunities to:

- develop and communicate their design ideas in a variety of ways, using ICT and models where appropriate.
- Pupils should be given opportunities to:
 - measure, mark out, cut, shape, join, weigh and mix a range of materials and ingredients, using appropriate tools/utensils, equipment and techniques.
- Designing: Pupils should be given opportunities to:
 - develop a simple specification/recipe for their products indicating their intentions and approach
- Making: Pupils should be given opportunities to:
 - discuss their products, and evaluate their work, e.g. explain why and how they made their product and what they think about its function, features, performance, taste.