

Supporting EYFS, Geography, Art & Design and PHSE

Lesson plans

4–11 years

Homes in the community



shelter.org.uk/schools

Shelter

Support Shelter

Shelter helps millions of people every year struggling with bad housing or homelessness through our advice, support and legal services. And we campaign to make sure that, one day, no one will have to turn to us for help. We're here so no one has to fight bad housing or homelessness on their own.

But there are still over 124,000 children homeless in Britain today. These are issues that enter the classroom. A homeless child makes a distracted pupil. We want you to talk about homelessness with your class – and help tap into their potential.

All our resources are free and curriculum-linked. You can find them at: **shelter.org.uk/schools**

Contents

Homes in the community – introduction.....	3
Curriculum links	4
Mapping neighbourhoods lesson plan (4 to 11 years)	5
Art and design mapping activity instructions	
Lower age range	7
Art and design mapping activity instructions	
Higher age range	8
Cube template	9
Make your cubes – step by step	10



Introduction

In 2016 Shelter partnered with British Gas to ask people what 'home' means in Britain today. The results of this nationwide discussion helped inform the Living Home Standard, a report which defines what the public believes an acceptable home should provide, something that we should all expect from our home in order to secure our wellbeing and provide a foundation from which we can build and live our lives.

Find out more at
[shelter.org.uk/
livinghomestandard](https://shelter.org.uk/livinghomestandard)

Shelter found out that when it comes to looking for a home:

People prioritise:

- Safety
- Affordability
- Warmth
- Good conditions

When it comes to home comforts, they want:

- Storage space
- Spare room for family and friends
- Space for a dining room table

They want to be near:

- Good transport links
- Family and friends
- Shops, places to eat, bars and social activities

Some of these themes have been used in our worksheets and resources for schools. We hope that by enabling the debate to continue with pupils we can ensure that they, as the future generations of home renters/owners, understand the importance of these basic needs.

In this resource, we want pupils to look beyond their front door to explore the concept of community and neighbourhood in defining where they live and the benefits of belonging.

Using your local area as a stimulus, pupils can discuss and explore the following themes:

- **Affordability** – with respect to materials and design of suitable homes
- **Space** – through size, shape and variation of local housing styles
- **Conditions** – through individual designs and features
- **Neighbourhoods** – through mapping, display and exploration of your locality.

This resource comprises:

- Mapping neighbourhoods lesson plan – suitable for all
- Houses and homes stimulus PowerPoint
- Art and design mapping activity instructions – lower age range
- Art and design mapping activity instructions – higher age range
- Cube net template and step-by-step instructions

Curriculum links

EYFS

- Personal, social and emotional development
- Communication and language
- Understanding the world
- Expressive arts and design

KS1 Geography

- Use simple fieldwork and observational skills to study the geography of their school and its grounds, and the key human and physical features of its surrounding environment.

KS2 Geography

- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

KS1 & 2 Art and Design

- Generate, develop, model and communicate their ideas through discussion, annotated sketches, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Non-statutory guidance for PHSE

Mapping neighbourhoods lesson plan

Introduction

Use the **Houses and Homes PowerPoint** to introduce the different styles of housing found in the UK. Discuss the images as appropriate to your age and stage.



Local walk

You will need:

- To plan and risk assess an appropriate route for your pupils
- Use sketch books, pencils, and/or digital cameras to record key features of your local area

Take pupils on a walk of your local community (if this is not possible, then take pupils outside to see what type of homes they can see from the playground).

Explore, record and discuss the different types of housing in your local area using sketch books or digital cameras. Highlight other key features such as open spaces, transport links, amenities and shops. Discuss the neighbourhood characteristics that make your locality a community.

Consider:

- Which of these houses is likely to be most affordable? Why?
- Which of these houses offers the most space?
- Which type of housing do we have in our locality?
- Does the style of housing make any difference to the conditions e.g. damp, derelict, state of repair?
- Which is more important:
 - What your home looks like?
 - Where your home is?
 - Both?

Mapping neighbourhoods lesson plan

Mapping activity

Using the information you have found, create a map of your neighbourhood. This could be done in a number of ways, depending on the age and stage of your pupils, available resources and learning outcomes required.

You could create them:

Geographically – using squared paper and emulating the features of an ordnance survey map.

Visit [ordnancesurvey.co.uk/opendata/viewer](https://www.ordnancesurvey.co.uk/opendata/viewer) where you can put in your school's postcode to see an open map of your local area as a guide.

Digitally – using images to create a collage of different areas. Visit Google Maps where you can type in your location to see maps and images of your locality, or enter the world of 3D mapping with Google Earth. For more information and instructions on how to do this visit [google.com/help/maps/education](https://www.google.com/help/maps/education)

Artistically – using the art and design activities on page 7/8 to create your very own 3D map of 'homes in your community'.

Plenary

Discuss what pupils have discovered about your local community.

Consider:

1. What if anything surprised them?
2. Which characteristics make their local neighbourhood a community?

If required, remind pupils of the different housing styles using the Houses and Homes PowerPoint.

Repeat the question, which is more important:

- What your home looks like?
- Where your home is?
- Both?

Evaluate your neighbourhood map(s) and consider what if anything pupils would change about your local area.

Art and design mapping activity instructions

Lower age range

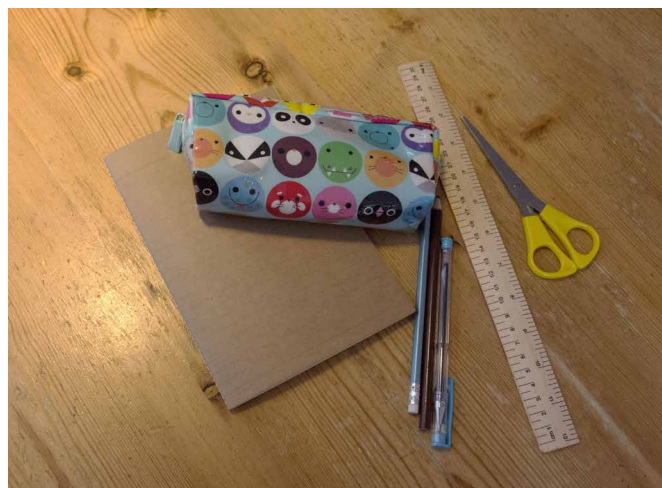
Mapping activity

You will need:

A cereal box, paper, sugar paper/woodchip wall paper, glue, scissors, and art materials for each child.

N.B. Before pupils begin to decorate their boxes, they should cut a large door in the front of the box (almost the size of the box), to allow the front of the house to be opened once completed.

1. Using a piece of paper which will fit comfortably inside the back of their cereal box, pupils draw the inside of their house, either as a picture or a room plan, according to their age and stage.
2. Using the cut section as the front, pupils cover their cereal boxes in sugar paper or plain wallpaper as a base before turning their boxes into houses using the available art materials to create windows, doors, roofs and chimneys and details (as required).
3. With help, if required, pupils glue their internal pictures or plans inside the back of their cereal box houses.
4. Display your houses on the wall where pupils can reach to peek inside.
5. Encourage pupils to write about their house and their neighbourhood to add detail to your display.



Art and design

mapping activity instructions

Higher age range

Mapping activity

You will need:

Cube net template photocopied on to A4 thin card, plain paper, glue, art materials (e.g. felt tip pens, pastels paint or collage materials).

1. Using the cube net template (page 9) and step-by-step instructions (page 10), pupils design and build the different styles of housing that make up your community, to create a 3D map of your local area.

2. Using the completed cubes as building blocks, pupils glue them together to emulate the different styles of housing, as a vertical stack for blocks of high rise flats, or grouped as terraced or semi-detached houses.

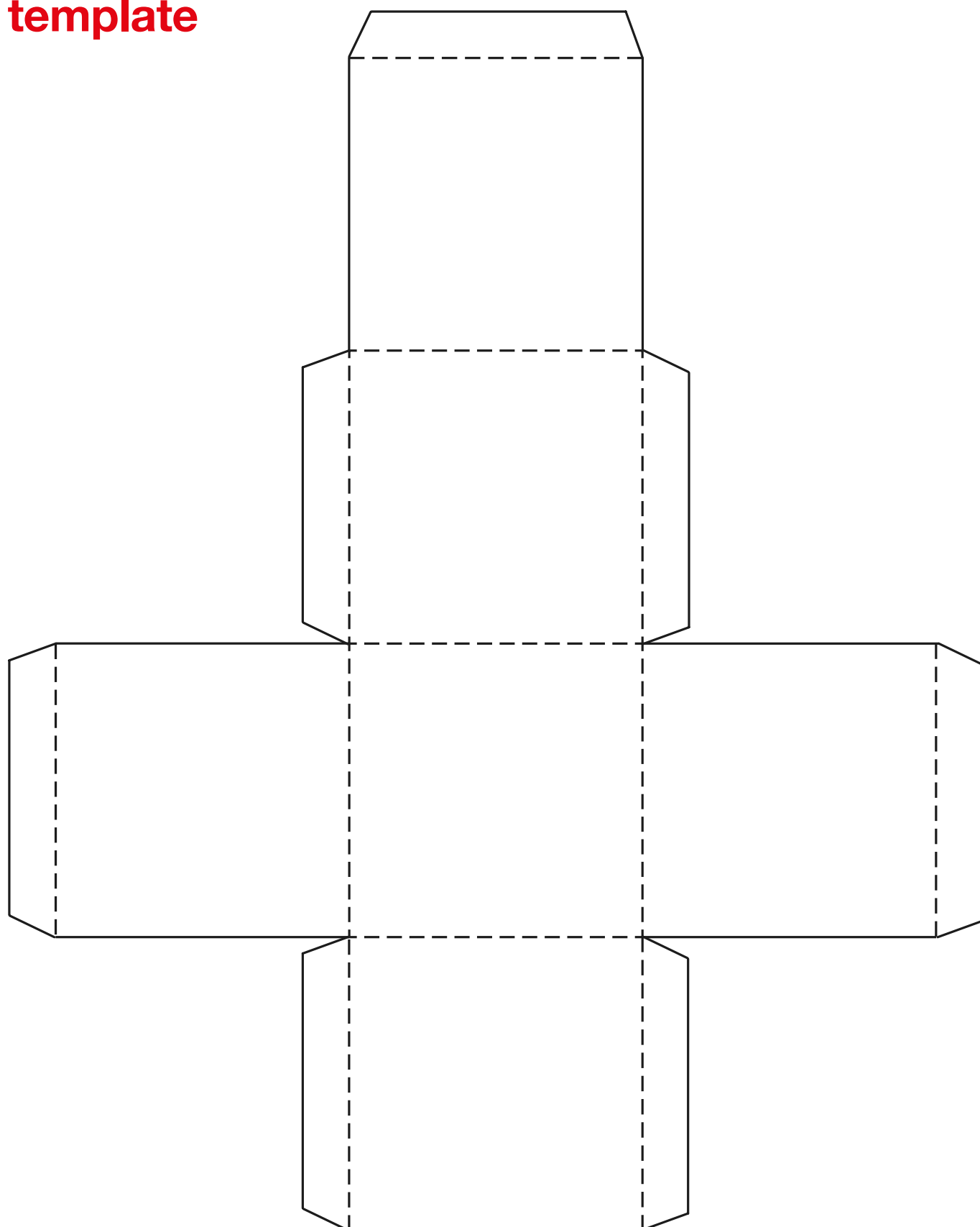
Depending on the size of your display and the variation in styles, single cubes could be used either as individual houses or as representing storeys within each house e.g. a single cube denotes a bungalow, 2 cubes stacked for a two-storey detached house, 4 cubes (2 cube stacks joined together) for a semi and 6 cubes for a three-storey town house etc.

3. Pupils use the available art materials to add detail to their houses.

Top tip: due to the fragile nature of the boxes pupils may find it easier to cut a piece of plain paper to size on which to add their details (doors, windows, satellite dishes etc.) these can then be glued on. Roofs flat, pitched or thatched can also be added.

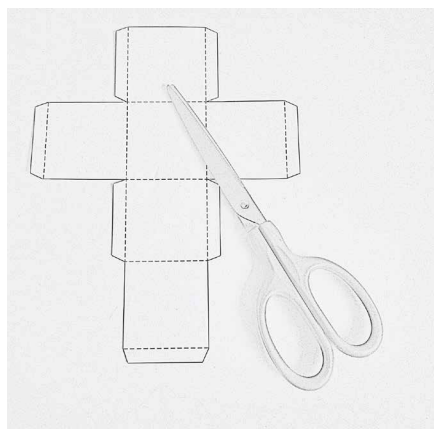
4. Use the houses created to make a 3D map of your local community, with the school as a central point. Remember to leave space for roads, shops, and open spaces. N.B. A whole school or class photo is a visually effective way of representing the school on your community display.
5. Consider adding more details of the area using collage, artwork, digital images and captions to give context to your map.
6. Using your display as a stimulus, encourage pupils to write about their local neighbourhood.

Cube template



Make your cubes

Step-by-step



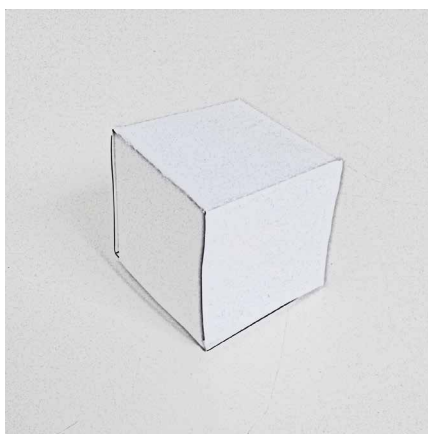
1.
Cut out the template making sure the lines are still visible. Be careful not to cut the tabs off!



2.
Use a ruler to create a neat fold really easily along the dotted lines.



3.
Cut out the template making sure the lines are still visible. Be careful not to cut the tabs off!



4.
Now your cube is ready, you can create more to start building your homes.