

Topic: Building structures	Year group	Term
Houses	Year 1	6 sessions

### Background knowledge

Children investigate different types of houses in geography. They will build on their junk modelling knowledge from early years but with more focus and research into types of houses. Working with junk modelling materials allows them to explore a wide range of materials, ways to shape and join them, as well as allowing them to be creative and use their imagination.

### What should I already know?

Materials can be joined using glue or tape and shaped using scissors.

National Curriculum Objectives / Key Skills	The Journey
<ul style="list-style-type: none"> <li>• <b>Design</b> purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing.</li> <li>• <b>Build structures</b>, exploring how they can be made stronger, stiffer and more stable.</li> <li>• Select from and use a range of tools and equipment to perform practical tasks,</li> <li>• Select from and use a wide range of materials and components</li> <li>• Explore and evaluate a range of existing products</li> <li>• <b>Evaluate</b> their ideas and products against design criteria</li> <li>• I can look at existing products and investigate the materials used to make them.</li> <li>• I can explain my ideas to others and draw a picture of my design.</li> <li>• I can use my own ideas to make something out of simple construction materials or junk modelling materials.</li> <li>• I can choose appropriate resources and tools to cut, shape and join materials. (glue, tape)</li> <li>• I can experiment with ways to make my structure stronger</li> <li>• I can say what went well with my work</li> </ul>	<ol style="list-style-type: none"> <li>1. WALT: Investigate how houses are different across the world</li> <li>2. WALT: Investigate joining materials together. Explore attaching different shapes and pieces together-look at images, can they guess how it has been joined together? Can they recreate as a team?</li> <li>3. WALT: Design a junk model house Set design brief- design a new house for .....(could be red riding hood, or linked to another story)</li> <li>4. WALT: Make a model house</li> <li>5. WALT: Improve my model- looking at how to make it stronger and more sturdy.</li> <li>6. WALT: Evaluate my model</li> </ol>

## Outcomes

An overview of what children will know / can do

Working towards: I can build a junk model

Expected: I can use my research to design and make a model house.

Exceeding: I can describe ways that I have made my model stronger and more sturdy.

## Key Vocabulary

Strong- something that is able to withstand great force or pressure.

Sturdy- something is able to hold itself up without falling over

## Timeline / Diagrams



## Key people / places

## Assessment questions / outcomes

How are houses different across the world?

Can you tell me some different materials houses can be made from?

Why have you chosen those materials to build your house?

How did you make your house stronger?

Were you happy with your finished house?

