



Key Question 1

How do people's homes at Kampong Ayer compare with mine?

Context and learning objectives

The study of an overseas locality at Key Stage 1 with which to compare the human and physical geographical characteristics of the local area of the school should look initially to identify similarities rather than differences. It is important for children to understand early on that their lives and the lives of children overseas do in fact have more similarities than differences. For example, all children wherever they are in the world, have the same basic needs of food and water; homes; families; clothes; education and leisure. These needs may not always be met as we would wish but they are nevertheless important pillars upon which to build an overseas locality enquiry.

This key question focusses on people's homes in Kampong Ayer and in the locality of the children's school. In particular the objectives of the investigation are for children to:

- Identify, describe and observe the types of traditional homes that are found in Kampong Ayer;
- Recognise the similarities and differences between homes in Kampong Ayer and those in the locality of their school;
- Consider the advantages and disadvantages of living in traditional homes in Kampong Ayer;
- Interpret a simple scale plan of a traditional home in Kampong Ayer and construct a similar scale plan of their own home with which to compare it;
- Undertake local fieldwork with the objective of creating a database of different categories of houses and homes; presenting this graphically through simple graphs and charts and creating a simple land use map with a key and symbols;
- Upload digital photographs of the different types of housing in the local area to the *Geograph Project* at <http://www.geograph.org.uk>

Learning and teaching activities and curriculum progression

1. Tell the children that you want them to draw a picture for you. It's going to be a very special picture because it will be of a place they have never seen before. The place is called *Kampong Ayer*. It's not in England, Scotland, Wales or Northern Ireland – not anywhere in the United Kingdom. What they are going to do is to draw a picture once they have listened to a description of *Kampong Ayer* which you are going to read to them:

Kampong Ayer is a “water village” built in the middle of a wide river. In fact it is the largest water village in the world. Over 13,000 people live there in about 3500 homes. Because Kampong Ayer is near the sea the river in which it has been built is affected by tides. At high tide the river can be three meters higher than at low tide when a lot of mud is uncovered. Strong winds can quite often cause large waves on the river. Very heavy rain storms are another problem that Kampong Ayer has to cope with.

Provide the children with A3 plain paper and encourage them to draw what they think the homes at *Kampong Ayer* look like. Encourage discussion and provide prompts that will help without giving too much away e.g. *How will people travel to and from their homes?* and *How will they prevent water flooding their homes?* Encourage the children to present their drawings to the rest of the group and to explain their rationale for what they have drawn. Prompt the children to explain their reasoning. What similarities and differences are there in what the children reasoned?

Next, distribute or project the photographs of *Kampong Ayer* in **Resource 1**. Encourage the children to comment on what they got “right” and “wrong”. What do the photographs show? Support the children to describe what they can see and challenge them to reason and explain their observations e.g. *Why will they need boats? Why are the houses on stilts? What connects one house with another? What do many of the houses have at the front? What are the roofs and walls made of? Why are the homes only one storey – like a bungalow – with no upstairs? What things do they recognise as being something they would see on or around their own homes? What is missing and why might this be?* It might be useful at some stage to make two summary lists – ‘similar to our homes’ and ‘a little different to our homes’. Take time to have a thorough discussion and encourage the children to *describe; observe and reason*.

The inside layout of the traditional homes of *Kampong Ayer* will be different to that of the homes of most children in the United Kingdom, in that they are single storey reminiscent of a Malay ‘long house’ design. The inside therefore is often one very long and wide reception room which stretches from the entrance porch and a sitting area to a kitchen, bathroom and toilet at the rear. This distance from front to back can be as much as 20m. On both sides of the long room there are often display cabinets; book cases; photographs on the walls; free standing clothes racks; cupboards with cutlery and crockery etc. At *Kampong Ayer* the long rooms are boarded with wooden planks and rugs or rattan mats frequently layed on top. The bedrooms are positioned on both sides of the long room and accessed by doors from it. Divide the children into pairs and have them look very carefully at the photographs in **Resource 2** which are of the inside of Mohammed’s home. *What do they recognise? What things are similar to their own homes or the homes of family members? What things do they not recognise or surprise them? What benefits do they think there are to having a long single storey home such as Mohammed’s?*

Resource 3 is a simple scale plan of Mohammed's home. Take time to explain the principle of plans such as this, particularly why it is clearly smaller than Mohammed's house because it would be useless if it wasn't. What would be the point of having a plan or map of the same size as the thing or place it was trying to show? Explain that maps are always smaller but accurate representations of places. Draw the children's attention to a world map or the local Ordnance Survey map on the wall of the classroom and highlight key countries such as the United Kingdom. This would be a good opportunity also to discuss with children which countries around the world they have visited, lived in and perhaps were born in. The important concept here is that of *scale*. Every plan and map has a scale that we can use to convert to real distances and sizes. Draw the children's attention to the scale line on the plan of Mohammed's house and support them to work out the length, breadth and area of rooms and of the house in general.

A possible homework opportunity now could be for the children to draw a simple scale plan of their homes using squared paper, with which to compare the size and layout of Mohammed's home. A scale will need to be agreed in advance for all the children to use to enable comparisons to be made. It would be interesting in advance of this activity to ascertain how many of the children live in single storey homes compared with those who will have the additional challenge of how to show the ground and upper floors of their homes next to each other on the paper.

A local fieldwork opportunity could be to support the children to explore the local area of the school with the objective of investigating the range of homes which exist in comparison with those at Kampong Ayer. This could involve:

- Undertaking a tally count of different types of homes and houses; entering the data into a simple database and then producing charts and graphs – *terraced houses; semi-detached homes; detached houses; bungalows; maisonettes; flats; sheltered accommodation* etc. Alternatively the children could design their own symbols for the different categories of houses and homes and add them to the map with an appropriate key.
- Presenting the data collected onto a simple street map of the local area as categories of residential land use using a colour key. The base map can be hand drawn or sourced from *Google Maps* or <http://digimapforschools.edina.ac.uk>
- Whilst undertaking their fieldwork the children can take photographs of the different kinds of homes and houses they see and then upload them at <http://www.geograph.org.uk> The *Geograph* project aims to collect geographically representative photographs and information for every square Km of Great Britain and Ireland.