

The Estate: An investigation into the identity of a place

PSHE activity/Humanities/Citizenship resource



Key Stage: 2 & 3

Resources: 15 Estate images (supplied)
2 images of The Estate's urban context (supplied)
background data for the images (supplied)
background information for the images describing the context (supplied)
questionnaire (supplied)
digital camera (optional)
pupils' reference to personal places (optional)

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[Go to The Estate photographic portraits](#)

[Go to images of The Estate's urban context](#)

[Go to background data supporting The Estate photographs](#)

[Go to background information supporting The Estate photographs](#)

[Go to questionnaire supporting the PSHE activity](#)

Introduction:

This resource, a series of 15 photographic portraits that comprises 'The Estate', was shot in 2001, by photographer Boris Stout.

These colour portraits show an ethnically diverse mix of people in their inner city high-rise homes. Despite living in identical contexts.

residents of all ages demonstrate a diversity of aesthetics and cultural identity.

Like any community the block is steeped in history – as I photographed them, residents told me stories of the past some of joy and many of loss but all of which related to home – which is the block. It struck me then that in many senses the tower-block is an urban village but with so much that is transient it seems to be one that will be locked eternally in a struggle to define it's identity.
Boris Stout, Photographer

Included is background data and information outlining the urban and social context, compiled by the photographer.
This project was funded by Architecture Week 2002

Links to subject areas:

- Links can be made with National Curriculum schemes of work:
Art & Design: Unit 1A Self Portraiture, Unit 2A Picture This!, Unit 6C A sense of place, Unit 5A Objects & meanings, Unit 7A Self-image, Unit 9A Life-events
ICT: Unit 1A Introduction to modelling
History: Unit 2 What were homes like a long time ago?
Geography: Unit 5 Exploring England, Unit 12 Images of a country
Citizenship: Cultural diversity, identity, respecting difference
- Extension tasks:
Art & Design: Create a series of photographic self-portraits using an identical set where each student individualises their image
Geography: Investigate the cultural make-up and types of homes represented within the class
Citizenship: Prepare an assembly using the findings from the class work that celebrates diversity

PSHE Activity summary:

- To investigate the significance of personal places
- Pupils observe a series of 15 colour photographic portraits of people in their inner-city homes
- They use these to observe how a diverse mix of ethnic groups living in identical high-rise flats demonstrate a diversity of aesthetics and cultural identity
- They identify and reflect on the similarity and differences of choice in order to celebrate difference.

- They relate these concepts to other public and personal contexts
- They reflect on their own personal spaces and articulate a response through discussion and creative activities

[Go to PSHE lesson plan](#)

Lesson Plan: PSHE Activity

Introduce Personal spaces/significant places

1. Ask students to think of a 'personal' space/place and feedback their ideas to the class

Consider: What do personal & significant mean?

- private, individual, one's own.

Personal spaces are different for each person

Ask students why is their space/place is significant

Identify the factors that make places personal and significant
e.g. culture, religion, traditions, positive associations, likes, security, comfort, familiarity

(Keywords: personal, significant, difference, public/private)

Introduce examples using The Estate photographic portraits

2. Ask students to gather round. Introduce the photographs: People in their personal spaces – their home ([go to resource](#) supplied)

Class discussion – ask students:

Where are these people?

What do you notice about these places?

The rooms are similar but they show different ways of personalising the space

Identify the differences (culture etc.) and how they are represented: (decoration, objects, use of space etc.)



Explore difference through personal identity

3. Small group discussion - ask students to compare 2 or 3 of The Estate photographs. Ask:



Present significant places

- Review ideas and link to the key objectives.
Ask students to 'read' each other's objects or images and observe the differences in interpretation
Consider: when does a space become a place?

Recommendations:

- Use the questionnaire as a framework for investigating the photographs
- Collect catalogues from interior design shops for collage

- Use the photographs in combination with the background data to support Humanities/Geography