



## Topic 4

# Australian Housing Types

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**Purpose:** To develop an understanding of the major factors that influence the form and style of housing in Australia.

### Built Environment Objectives

- To develop an understanding of the effects on people of aspects of built and natural environments.
- To develop an appreciation of the diversity of human shelter.
- To involve students in their built environment and to develop an understanding of the ways in which the built environment form of their local communities reflects the development of cultural, social and economic contexts. Students learn about cultural, social and economic influences.
- To develop an understanding of the elements and materials which form the built environment.

### Aims

At the end of this topic, students will:

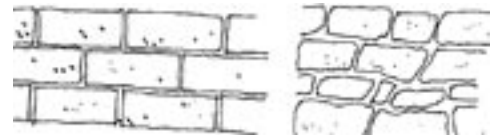
- know that the elements of a house are represented in different ways, each belonging to a particular housing style
- understand that the shape and style of houses are influenced by many factors
- understand that the form of a house or parts of the house vary across Australia and may be the result of a response to the climatic influences and available resources
- understand that housing responds to changing lifestyle requirements, stylistic trends and technological developments
- understand that housing changes over time, in response to changing needs.

## A suggested teaching and learning sequence

### Take a Walk Around the Neighbourhood

Take the students for a walk around the neighbourhood adjacent to the school. For students in isolated regions, collect/take slides or pictures of a range of housing styles found within their region, or within the nearest town. Ask students to carefully examine 20 selected houses. From the 20 houses, allocate 2 houses to each student to draw and record particular features and elements such as:

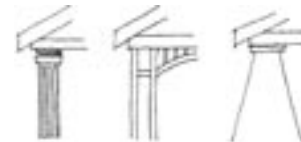
- materials used



- shape and pitch of the roof



- shape/proportions of columns, posts, arches



- shape and style of windows and doors



- decorative elements and other noteworthy features.



The **House Recording Page** at the end of this topic can be used for this activity. It may also be advantageous to enlarge it to A3 size.

Back in the classroom, collate and display the drawings. Ask the class to sort the houses with similar features into groups. **Discuss the similarities and differences** between each group of houses.

Provide the students with images of housing from the local paper and real estate magazines. Remove the descriptions from the images. (Note: descriptions on housing styles found in real estate magazines may not always be correct and should not be used as a reference for this topic.) Ask the students to repeat the activity allocating the images based on features similar to the house drawings on display from the neighbourhood survey. Add the images to the display.

## A suggested teaching and learning sequence



### Variety of Housing Types

Explain to the students that the term “house” embraces all types of places where people live. Brainstorming as a class, ask the students to suggest the types of houses which people in Australia might live in. If some prompts are needed, key words include:

- cottage



- unit



- villa



- flat



- townhouse



- apartment



- mansion



Using the **Housing Types Information Pages (Pages 10, 11, 12)**, illustrate the range of housing types found in Australia. Discuss the features of each. Consider why there is a range of housing types. Still as a class, ask the students to suggest how many people or **what type of family structure would suit each house type**. Divide the students into pairs and ask each pair to select a house type. The pairs should draw their own version of the house type. Ask the pairs to write suggestions about how many people or what type of family structure would suit the house and to give suggestions on what type of lifestyle the people in the house might lead. The students should give reasons for their suggestions and assumptions.

Back together as a class, discuss the students' lifestyle visions for each house type.

## A suggested teaching and learning sequence

### Changing Needs

In a quiet, relaxed environment, **read Scenario One**, at the end of this topic, to the students. Encourage the students to visualise the environment described in this Scenario. Ask the students to share their impressions of the scenario. Before reading the Scenario again, pose some questions to the students to focus their thinking on perspectives of living in the past:

- whose perspective is represented in the scenario
- what does this passage say about past environments and family structures
- what does the passage say about the types of rooms in the house described.

Re-read Scenario One and then ask the students to answer the posed questions.

Repeat the above process with **Scenario Two**.

In pairs, ask the students to list the similarities and differences between the houses described in each scenario. As a class, share the students' views on the similarities and differences.

Ask the students to write a letter to a friend, describing their home.

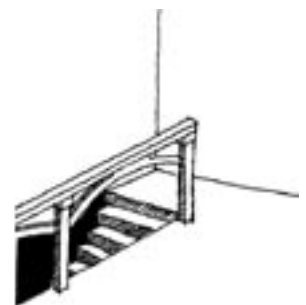
### Lost Rooms

Point out to the students the types of rooms that no longer typically form parts of modern houses, such as:

- parlour
- butler's pantry
- scullery
- sitting room
- drawing room
- sunroom
- anteroom
- attic
- cellar.



scullery



cellar

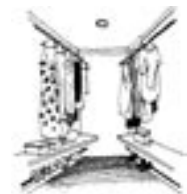
Refer to the **Glossary** Section of **Your House** to provide basic definitions of these rooms. In pairs, ask the students to investigate the function of these rooms and ask them to suggest why they are no longer required in modern houses. The students can report their findings back to the class.

Explain to the students that new rooms have emerged in recent decades, such as:

- family room
- study
- en-suite
- walk-in robe
- parents' retreat.



study



walk-in robe

Ask the students to give reasons why these new rooms have emerged. Discuss as a class, the ways in which the changing needs of the family, over time, have influenced the design of houses, and the types of rooms required in a house.



## A suggested teaching and learning sequence

### Timeline

As a class, **create a timeline** from 1777 to the present day, with increments of decades clearly displayed. The timeline will be used as a reference throughout the rest of this topic to map the following:

- illustrations of house style, over time
- key technology developments
- reigns of British monarchy
- wars
- key transport developments
- periods of economic boom in Australia
- periods of economic recession/depression in Australia
- key material developments.

The timeline should specifically highlight the 1850s, 1900s, 1950s and 2000.

As a class, summarise the students' impressions of the lifestyle described in each scenario, including their own. Add these summaries to the timeline.

## House Styles

Introduce the concept that there are **styles** of houses and that these styles are identified as a collection of houses with similar features. There are many factors that influence the shape and style of houses. Some of these factors will be explored in this topic. Note that housing styles, while given the same title, may vary across Australia in details and features. For this reason, **House Style Information Pages** for each state and territory are included at the end of this topic, as a valuable resource in identifying house styles.

Using the **Information Pages** discuss each house style and its features. Referring back to the display of house drawings compiled at the beginning of this topic, ask the students to try to identify the style name of each group. For some groups, there may be more than one applicable style, depending on the ways in which the drawings were grouped.

**Add the House Styles Information Pages to the timeline.**

## Historical and Social Context

House styles usually gained their name from the historic or social context in which these houses were built. Hand out the **Timeline Information Pages (17 and 18)** and discuss some of the major events noted. Add this information to the class timeline. Divide the class into groups and ask each group to investigate one of the following historic or social periods:

- the reigns of Queen Victoria I, Kings George I-IV and King Edward VII
- 1850s and 1880s gold rush in Australia
- 1920s economic depression in Australia
- 1940s economic recession in Australia.

## A suggested teaching and learning sequence

Ask each group to provide short facts about each period to be added to the timeline.

As a class, with this new information on the timeline, ask the students if they can see any connections to the names and features of the house styles associated with their respective period. If prompts are needed, examples of connections are:

- *Austerity* style reflects the lack of availability of building materials and labour in the years following World War II
- *Colonial* style reflects links to British housing in the early periods of Australian European settlement
- *Edwardian* style is that housing built during the reign of King Edward VII (1901-1910)
- *Georgian* style in Australia reflects a resurged interest in the style of housing constructed during the reigns of Kings George I-IV (1714-1830)
- *Moderne* style reflects the rejection of old and the embracing of new technology during the early 1900s
- *Victorian* style reflects that housing built during the reign of Queen Victoria (1837-1901).



## Influences on Housing

Explain that, as with the style of clothing and music, the common features found in housing vary according to what is fashionable or popular at a particular period in time. This ever-evolving process is influenced by many factors. Refer to the **Influences on Housing Information Pages** (pages 19-21) at the end of this topic for general background on some of the major factors, which influence the form and style of housing. Select two of the following influences appropriate to the local area of the school to explore as a class:

### Cultural Influence

Since European settlement, many people from all over the world have migrated to Australia. Survey the class to establish the family heritage of the students. For homework, ask the students to try to investigate:

- who was the first person(s) in their family to migrate to Australia
- where that person(s) came from before living in Australia (country of origin)
- approximately when that person(s) migrated to Australia.

Map this information on the timeline. From the recorded information, select three or four different countries of origin and ask the students, in groups, to investigate and report on examples of the typical housing of these countries. The students should outline the basic features of each house.



## A suggested teaching and learning sequence

Each group which settled in Australia brought with it the customary ways of building from their country of origin (refer to the **Influences on Housing Information Pages** [from page 22] in this topic.) Use the **House Style Information Pages** to demonstrate examples of these cultural influences.

### Climatic Influences

Climatic conditions influence people's comfort requirements and the comfort aspects of the design of houses (refer to **Topic 3: Indigenous Housing – Local Climatic Influences on Houses and Comfort of Your House.**) Australia is a country with a broad range of climatic zones. Consequently, as Australians began to respond to their specific local climatic conditions, the design of their houses began to change on a local level. The result is a broad range of house styles and a variety of different versions of the same house style.

Ask the students to draw their own home. Students should identify the features of their home which respond to the local climate and suggest two modifications to the house so that it may respond better to the local climatic conditions.

### Geographic and Resource Influences

Just as the climate varies significantly across Australia, so too does the geography and local natural resources. These have had an impact on the types of building materials used for housing in each state and territory and the ways in which those materials could be transported.



Divide the students into pairs and ask each pair to investigate how the geography and locally available building resources have influenced the style of houses in the area. Ask the students to each email a student in a different state/territory telling them what they have learnt about the geographic and resource influences of their own area. They could also ask the student in the other state to suggest how the style of their local houses has been influenced by the local geography and locally available building resources.

### Commercial Influences

Discuss how many of the houses built today copy older housing styles.

Encourage the students to consider what might be the reasons for copying older styles, rather than building new styles. Ask the students to suggest how the new

copies are different from the originals. Look at proportions, materials, plan forms, features. Invite a local architect to assist with the exploration of these ideas.



## A suggested teaching and learning sequence

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### Political Influences

Referring to **Topic 1: Your House in Your Neighbourhood of Your House**, introduce the role of government in establishing rules and legislation for the built environment. Contact the local council and invite a planner to visit the class to discuss the local planning rules with the students.

### Discover the House Styles of Your Neighbourhood

Take the students for **another walk around the neighbourhood** adjacent to the school. Ask the students to select a house and analyse the house by drawing on all that they have learnt in this topic. Students should:

- draw the house
- identify the style of house
- identify the type of house
- identify the features of the house
- suggest the factors which may have influenced the style of the house
- suggest the social and/or historic context during which the house was built.



Students should represent all the results of their analysis in a poster. As a class, reflect on how the students observation skills and knowledge of houses has improved since the first **Walk Around the Neighbourhood** activity at the beginning of this topic.

### Possible Assessment Strategies

The following are suggestions, which will provide information about the achievement of the desired outcomes:

- teacher analysis of visual and written products
- student appraisal of posters, designs and models
- discussion with students about their research
- peer assessment of student talks.

### Extension Activities

- Students to consider which building materials were available at the turn of the century which are no longer available today. Examine how the availability of materials and technology influenced housing in each state. Is this still an influence?
- Students suggest a design for an identifiably Australian House Style and label its features.
- Explore the ancient principles of Feng Shui, which have influenced the style of houses in Asia for centuries. Discover how this is starting to impact on the style of Australian housing.
- Examine some of the identifiable effects of economic influences on an area, in terms of the historic development of its housing.
- Explore the different types of houses which the students and their families have lived in and why they have moved from one house to the next.



House Recording Page



Sketch of house		Add any notes here
Draw typical window	Draw typical door	Draw special feature
Draw special feature	Note the materials used to build the house	Draw shape of roof

It is recommended to print this page to A3 paper.

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# House Types

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### Villa

- The term “villa” originated in Roman times, when it was used to refer to a large house which one might retreat to in the country.
- Today villa tends to suggest a free-standing comfortable sized house, on a large block, generally found in the suburbs.
- A villa house will typically have an asymmetrical floor plan, where rooms open on to a central corridor.



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### Bungalow

- The term “bungalow” is used to describe a medium to large sized free standing house on a generous block in the suburbs.
- A bungalow is generally less formal in its floor plan than a villa.
- Some rooms in a bungalow typically have doors which link them together.



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### Cottage

- The term “cottage” is used to describe a small house.
- A cottage maybe free-standing or attached to other cottages.
- A typical cottage floor plan has four main rooms, two either side of a central corridor.
- It is common to find a lean-to added to the back of the cottage which may accommodate the kitchen, laundry and bathroom.
- It is common for a cottage to have a verandah across its front.





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### Terrace

- A terrace is a two or three storey house that is generally connected to other two or three storey houses.
- Terraces are generally found in inner city areas.



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### Townhouse

- A townhouse is a modern version of a terrace.



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### Mansion

- A mansion is a very large house, usually of more than one storey, on a very large block of land or estate.



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### Courtyard Home

- A courtyard home is a house with a floor plan shaped around one or more courtyards.



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### Unit

- A unit is a very small house, generally part of a series of single storey attached units.



## House Types Information Page

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### Maisonette

- A maisonette is a large unit, which is usually attached to another.



### Duplex

- "Duplex" is the modern term used to describe a maisonette.



### Flat

- A flat is a small unit in a series of attached small units.
- A flat is usually part of a multi-levelled building.
- A flat typically has two or three rooms which open on to each other or a central living area.



### Apartment

- An apartment is similar in size to a unit and is attached to a series of other units in a multi-storey building.
- An apartment is typically open planned.



### Semi-detached

- A semi-detached house is a house, which is partly attached to another.





### Scenario One

The following example is fictitious:

Turner House  
Brighton  
June 6th 1856

My dear brother John,

I was so excited to receive your letter and to read of your engagement to Victoria Mills. Congratulations, I understand that she comes from a wonderful family. As you suggested, I will watch out for the next edition of the London Times to arrive on the next ship, so that I can keep up with all the happenings in London. It's a pity that it takes so long for the ship to travel to Australia, by the time it arrives the London Times is already full of old news.

My news is that the new house was finally finished in January and we have moved in. By the time Mother and Father visit in September, we will be well and truly settled.

James is delighted with the house. He proudly tells everyone that he has built a palace fit for a queen. The house is indeed big, but it is expected that a man in James' position should provide such a house for his family. There is a lot of building activity in the colony again. During the hard times of the 1840s recession, it seemed that development had almost come to a standstill. But, with the discovery of gold, has come wealth and a renewed energy and excitement for the future of the colony.

As I have told you in my previous letter, the house sits on a grand parcel of land, on the crest of a hill. Along the front boundary, the architects designed an elegant iron palisade fence. This type of fence with its mixture of masonry piers and wrought iron railings is very fashionable at the moment. The railings are in the shape of a spear. There is a semi-circular gravel driveway, which leads to the front entrance of the house. All along the driveway, the gardener has planted rose bushes. They look simply gorgeous in full bloom.

The house has been built using the local stone and rendered brickwork. It can be described as an Italian inspired style. A tower-like structure distinguishes the front entrance. The front of the house is very classical in its proportions with splendid arched shaped quoined windows, a rendered finish to the walls and a bay window on either side of the tower.

There is a separate entrance at the rear of the house for deliveries and for the servants to use. This connects directly to the kitchen, scullery and servants' rooms, which are all also located to the rear of the house.

## Scenario Activity Page

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Apart from the attic and the cellar, the house has two main levels. On the upper floor are the children's bedrooms, the two guestrooms and the master bedroom with its own anteroom, for when the doctor comes to visit. The master bedroom also has an adjoining dressing room.

The entry hall of the house is of grand proportions. The walls are panelled with fine red cedar timber. The parlour leads off the entry hall. It is a comfortable sized room, yet it has a warm and cosy feeling, ideal for making visitors feel welcome. I have indeed enjoyed selecting new furniture for the house. The Governor's wife, when visiting yesterday, insisted on a tour of the house. She declared the drawing room, with its bay window and the formal dining room with its beautiful furnishings, to be the finest that she had seen in the colony, excepting her own, of course. We have already entertained quite a few of James' business associates and their wives in these rooms. I am very pleased that I insisted on the butler's pantry adjoining the dining room, as this arrangement works well. It enables the butler, Richard, to put the finishing touches on drinks and food while still attending to our guests.

The drawing room has a pair of French doors, which lead to a colonnaded terrace, located to the side of the house, overlooking the garden and with views down the hill to the sea.

The morning room is without doubt my favourite room. It is such a beautiful place to eat breakfast and start the day. It has a bay window, which overlooks one of the prettiest parts of the garden. The architect situated this room perfectly, so that it embraces morning light, giving one the feeling that the sun has joined us for breakfast.

While the children and I also use the library, James considers it his special place. At the end of a long hard day, he loves to retreat to the library to smoke his pipe and relax.

I am so looking forward to Mother and Father's visit. We will be holding a formal party in their honour when they arrive. I hope to do the same when you visit with Victoria next year.

Enjoy all the fuss that being engaged brings to a couple. Send my love to Mother, Father and Victoria.

Your loving sister

Emma Turner



## Scenario Two

The following example is fictitious:

Miss M Phillips  
53 High Street  
Richmond

January 19th 1937

Dear Elizabeth

How are you? Thank you for your last letter. From what you wrote, it sounds like it is really very cold in England at the moment. I hope that you are managing to keep warm. Have you been able to build that snow man? In your last letter you asked me to tell you about my home. Well here goes.

As you know, I live with my parents, my four brothers Michael, Jack, Fred, and Doug and my sister, Laurel. If you can imagine walking through the front gate and heading down the central path to the front verandah, the front door is at the beginning of the hallway. Before you walk down the path, stop to admire the white picket fence. I think it is the prettiest one in the street. The boys helped Pa repaint it last weekend. Now, as you walk through the front door, I will try to describe the rooms to you:

Our house has four main rooms. There is a central hallway with two rooms either side. To your left is Ma and Pa's bedroom. It has a beautiful fire place, and a big beautiful bed with a post at each corner. I want a bed like that when I grow up.

Back in the hallway to your right is the sitting room. We only use this room on special occasions, like when visitors come. Ma got very angry last week with Laurel when she found out that she had been in there touching Ma's fine china. The sitting room has a seatee and a formal dining table in there, which we eat at when it is someone's birthday or a special occasion. On some Sunday afternoons after church, the whole family will sit in there to listen to the grammaphone, although most of the time we sit in the kitchen and listen to stories on the radio.

Back in the hallway, there is a beautiful archway part way down the hall. Ma says this is the line where the special part of the house ends. She says that everything between the front door and the arch must always be tidy, in case visitors drop in. Now walking along the hallway, further to the left there is the boys room and to the right is our room, that is the room I share



## Scenario Activity Page

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with Laurel. It has a fire place at one end which Pa lights on very cold winter nights to keep us warm.

Now you are at the end of the hallway. If you step through the door at the end you enter the lean-to. This is where the kitchen, bathroom and laundry are. The room you enter is actually the kitchen. It has a stove for cooking, a large table, some cupboards with a sink and an ice-box in the corner. Every morning it is Jack's job to fetch the ice for the ice-box, to keep the food cool. We spend most of our time in the kitchen. We do our homework in here. On Friday nights we play cards around the table. On the week nights we listen to the radio as we sit around the table. Ma usually does her knitting or sewing or mending at this time.

From the kitchen there is a door to your right which leads to the verandah (this is actually still part of the lean-to). Here on your right is the laundry ... yes, it is in the open verandah. Ma usually washes every Monday ... she says this is the day all ladies do their washing. Laurel and I help her. There is a copper in the laundry to boil up the clothes after we scrub them on the wash board. I hate washing day but I think that I hate Tuesday's more because that is ironing day.

Now, still on your right, past the laundry you enter a door into the bathroom. We have a big bath and a vanity basin in the bathroom. I hear that some people have recently modernised their bathrooms, so that the toilet is also in here. I wish Pa would do this too, as I hate having to go to the end of the yard to use the toilet. It is in this horrible tin shed. No matter how much Ma cleans it, there always seems to be spiders in there. If we need to use the toilet at night, Ma leaves a potty in the bathroom for us to use.

Well now, that is the end of my house tour. Pa tells me that the house was built around 1900.

School starts again in three weeks. So I am busy helping Ma sew my uniform. Please write back real soon and tell me all about your house in London.





Love

Mary






## Timeline Information Page



Period	British Monarchs	Wars	Australian Historic Events	Transport	Development in Materials	Technology
1700	1714-1727 King George I		1642 Abel Tasman discovers Van Diemen's Land 1688 William Dampier lands in NE Australia	Canals used for commercial purposes	BC iron BC concrete (Romans)	1660 static electricity 1690 steam engine
1725	1727-1760 King George II					
1750	1760-1820 King George III					
1775		1783 American Revolution 	1770 Captain Cook lands in Botany Bay 1788 Sydney founded	1783 hot air balloon		1786 battery
1800			1801-03 Matthew Flinders circum-navigates the Australian continent 1804 Penal colony, Hobart founded 	1820 steam locomotive 		
1825	1820-1830 King George IV 1830-1837 King William IV		1824 Brisbane founded 1835 Melbourne founded 1836 Adelaide founded	1845 pneumatic tyre		1830 electric motor 1831 electricity 1834 gas refrigeration 1836 telegraph
1850	1837-1901 Queen Victoria I	1861-1865 American Civil War	1850 gold rush 1851 Victoria founded 1856 Perth founded		1856 steel first made in commercial quantities, from iron	1867 dynamite
1875		1886 Sudan (9 Australians killed)		1886 internal combustion car	1884 skyscraper	1876 telephone 1879 light bulb (incandescent) 1892 diesel engine 1895 radio 

## Timeline Information Page

Period	British Monarchs	Wars	Australian Historic Events	Transport	Development in Materials	Technology
1900	1901-1911 King Edward VII 1911-1936 King George V	1900 Boxer Rebellion(6 Australians killed) 1914-18 WWI (60,654 Australians Killed)	1901 Australian Federation 1913 Canberra founded	1903 aircraft 1907 helicopter	1902 machine made sheet glass	
1925	1936 King Edward VIII 1936-1952 King George VI	1939-1945 WWII(39,429 Australians killed) 		1926 liquid fuel rocket 1939 jet aircraft	1930s plastics, acrylic, silicone,polyethylene, etc	1930 analog computer 1935 fluorescent light 1942 atomic reactor 1945 television
1950	1952-present Queen Elizabeth II	1950-1953 Korean War (339 Australians killed) 1962-1971 Vietnam war(496 killed) Australians		1961 first man into space 1969 man on the moon 1971 lunar hover		1957 artificial satellite 1959 television,Australia 1960 laser 
1975				1983 space shuttle		1980s mobile phone 
2000						1997 satellite pictures from Mars



### Historical and Social Influence

House styles usually gained their name from the historic or social context in which these houses were built.

Housing changes over time, particularly in relation to changing lifestyles, technological developments, stylistic trends, population growth and economic factors. Analysis of house plans provides signs about the typical lifestyle of the relevant period.

### Cultural Influence

Australia is a very multicultural country. People from all around the world have migrated to Australia. Each group, which settled in Australia, brought with it the customary ways of building in their former homeland. For example, people from:

- countries where it snows in winter, tend to build steep sloping roofs
- countries where the summers are much milder than Australia, tend to build houses that have no eaves. In those countries, there is little or no need to shade the walls and windows of a house
- in parts of the Mediterranean and the Middle East where the weather is hot and dry, houses feature small windows and thick walls to keep the heat out
- in highly populated areas of the UK and Europe, where space is precious, houses are built close together or even adjoining and houses are built right to the front boundary.



As each nationality began to migrate to Australia, such features as those mentioned above began to emerge in Australian houses, even though many of these features did not suit our climate or vast country. As time passed, these houses were often modified to suit their Australian context and modifications included features such as verandahs for shade.

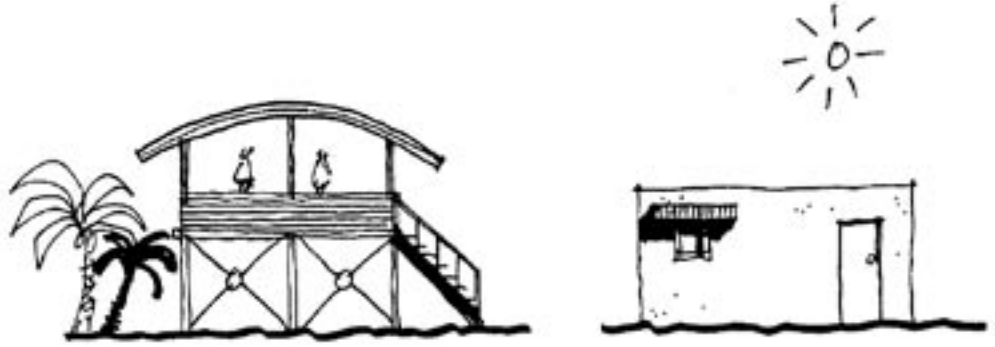
### Climatic Influences

Australia is a vast country with a range of climatic zones:

- Queensland is mostly warm-humid
- Sydney, in summer, is predominantly warm and humid
- Darwin is wet and dry
- Alice Springs tends to be hot-dry
- Adelaide has a climate similar to the Mediterranean
- Hobart is generally temperate
- Melbourne is mostly temperate
- Perth is mainly Mediterranean.

## Influences on Housing Information Page

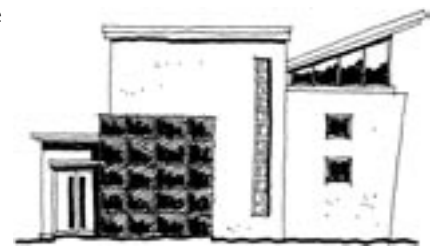
These climates influence people's comfort requirements and the comfort aspects of the design of houses. Consequently, as Australians began to respond to their immediate local climatic conditions, the design of their houses began to change on a local level. The result is a broad range of house styles and a variety of different versions of the same house style.



## Geographic, Resource and Technological Influences

Just as the climate varies significantly across Australia, so does the geography and local natural resources. This has had an impact on the types of building materials used for housing in each area and the ways in which those materials could be transported. Some areas were rich in forests, while in other areas quarries for metal ore, stone, sand, gravel and clay were established. For example, there is a vast number of timber houses built in Victoria and Queensland in the 19th century, where the timber industry was strong, in contrast to the number of stone houses built in South Australia and the red brick houses built in Perth during a similar period. Over time, as technology and transport have improved, all types of materials have become readily available across Australia.

With technological advancements, new materials are in modern housing. These new materials sometimes dictate a new style of their own.



## Commercial Influences

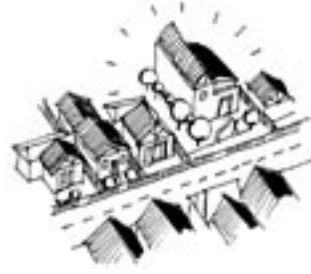
Throughout history, buildings have tended to follow stylistic trends. Groups of buildings, which were built at a similar time, have common features (e.g. roof shape, materials, decoration, window and door types). These common features are the characteristics of that style for that period and allow us to identify when a building may have been built. At some periods in time, more than one style or variations on one style may be popular. For example, *Art Deco* and *Spanish Mission* were both popular at the same time.

In housing, these styles are easiest to see in speculative houses (houses that are built en masse by a developer or builder for sale to the general public) rather than houses which



are built for a specific person or family. Because speculative houses could potentially be bought by anyone, the designs tend to include all the features which are popular at the time, to attract as many people as possible to purchase or build the house.

In contrast, people who build a house specifically for themselves, tend to include things they like, but which may not be liked by others. Sometimes these types of houses are designed with completely new features. If other people like these new features, they may copy them and a new style may emerge.



## Political Influences

Government legislation serves two main purposes:

- to regulate how to build to ensure the safety of occupants of the building and adjoining buildings
- to establish some guidelines so that design of the building is well considered within its context.

It is this second type of regulation which can influence the design and style of houses. Such legislation typically establishes rules which encourage the use of particular building materials, roof shapes, building styles and the distances which houses are built from the property boundaries.

