

Key Stage 3: Year 7 Design & Technology

Term 1	Overall Curriculum Goals - developing the following Big Ideas: • The role of a designer/brand and the differences • Product design in real life context • Practical skill building through workshop projects to apply knowledge and understanding in producing high quality outcomes • Design process understanding and communication • Production processes and manufacturing • Material properties investigation													
	WC 02/09	WC 07/09	WC 14/09	WC 21/09	WC 28/09	WC 05/10	WC 12/10	WC 19/10	WC 02/11	WC 16/11	WC 23/11	WC 30/11	WC 7/12	WC 14/12
	Investigating the Work of Others	Investigating the Work of Others	Investigating the Work of Others	Investigating the Work of Others	Literacy Assessment	Investigating the Work of Others	Investigating the Work of Others	Investigating the Work of Others	Investigating the Work of Others	Investigating the Work of Others	Materials Investigation	Materials Investigation	Materials Investigation	Materials Investigation
	Primary & secondary data	Product analysis	Analysing and evaluating existing products	Dyson		Designers: Alexander McQueen	Designers: Vivienne Westwood	Brands: Gap, Primark	Revision	Whole class feedback from assessment	Introduction to topic	Physical properties	Working properties	Investigating a variety of specific material properties: Strength, hardness, elasticity, absorbency
	Importance of looking at the work of others					Whole class feedback for assessment	What informs design?		End of Topic Assessment		Properties of materials			
Key Vocabulary/Concepts/ideas														
- the work of others, primary data, secondary data, product analysis, evaluating, Dyson, designer, Alexander McQueen, Vivienne Westwood, brand, Gap, Primark, investigation, material properties, strength, hardness, elasticity, drape, absorbency, insulation, hypothesis, testing, prediction														
Term 2	WC 4/01	WC 11/01	WC 18/01	WC 25/01	WC 01/02	WC 08/02	WC 22/02	WC 01/03	WC 08/03	WC 15/03	22/03	29/03		
	Materials Investigation	Mini Assessment	Materials and their working properties	Materials and their working properties	Materials and their working properties	Materials and their working properties	Materials and their working properties	Materials and their working properties	Materials and their working properties	Materials and their working properties	Materials and their working properties	Materials and their working properties		
	Investigating a variety of specific material properties: Strength, hardness, elasticity, absorbency		Timbers: hardwood and softwood	Timbers: manufactured boards Lifecycle of timber product Sustainability	Polymers introduction: what are polymers?	Polymers: thermoset	Polymers: thermoplastic		Mini Assessment	Textiles: Cotton, polyester	Textiles: wool	Textile construction Revision	Revision Assessment	
Key Vocabulary/Concepts/ideas														
- materials, working properties, timber, polymers, textiles, cotton, wool, polyester, thermoplastic, thermoset, sustainability, timbers, manufactured boards, hardwood, softwood, properties, strength, hardness, elasticity, absorbency, insulation														
	WC 19/04	WC 26/04	WC 03/05	WC 10/05	WC 17/05	WC 24/05	WC 07/06	WC 14/06	WC 21/06	WC 28/06	05/07	12/07		
	Introduction to expectations and Health & Safety in the workshop	Materials and their properties	Materials and their properties	Materials and their properties	Materials and their properties	Materials and their properties	Materials and their working properties	Materials and their working properties	Textile Skills	Textile Skills	Textile Skills	Textile Skills		
		Measure, mark out and cut a finger joint	Measure, mark out and cut a finger joint	Using hand tools	Manipulating plastics safely and effectively	Manipulating plastics safely and effectively	Revision	End of Topic Assessment	Sewing machine parts Setting up a sewing machine	Applique	Fabric markers Transfer crayons	Tie Dye		
	PRACTICAL LESSON			PRACTICAL LESSON						PRACTICAL LESSON	PRACTICAL LESSON	PRACTICAL LESSON		
		PRACTICAL LESSON	PRACTICAL LESSON		PRACTICAL LESSON	PRACTICAL LESSON			PRACTICAL LESSON					
Key Vocabulary/Concepts/ideas														

Term 3	- health & safety, measure, marking out, woodwork joints, finger joint, hand tools, tenon saw, coping saw, polymers, thermoset, thermo-polymer, working properties, physical properties, sewing machine, applique, embellishment, evaluate
CIAG	
- Linking curriculum learning to careers and real life - Encounters with employers and employees - Experiences of workplaces - Encounters with FE and HE - Personal guidance - Guest speakers and/or presentations - Career sector assemblies/visits	

Key Stage 3: Year 8

Term 1	Overall Curriculum Goals - developing the following Big Ideas: • The role of a designer/brand and the differences • Product design in real life context • Practical skill building through workshop projects to apply knowledge and understanding in producing high quality outcomes • Design process understanding and communication • Production processes and manufacturing • Material properties investigation													
	WC 02/09	WC 07/09	WC 14/09	WC 21/09	WC 28/09	WC 05/10	WC 12/10	WC 19/10	WC 02/11	WC 16/11	WC 23/11	WC 30/11	WC 7/12	WC 14/12
	Investigating the Work of Others	Investigating the Work of Others	Investigating the Work of Others	Investigating the Work of Others	Literacy Assessment	Investigating the Work of Others	Investigating the Work of Others	Investigating the Work of Others	Investigating the Work of Others	Investigating the Work of Others	Materials Investigation	Materials Investigation	Materials Investigation	Materials Investigation
	Primary & secondary data	Product analysis	Analysing and evaluating existing products	Dyson		Designers: Alexander McQueen	Designers: Vivienne Westwood	Brands: Gap Primark	Revision	Whole class feedback from assessment	Introduction to topic	Physical properties	Working properties	Investigating a variety of specific material properties: Strength, hardness, elasticity, absorbency
	Importance of looking at the work of others					Whole class feedback for assessment	What informs design?		End of Topic Assessment		Properties of materials			
	Key Vocabulary/Concepts/ideas													
	- the work of others, primary data, secondary data, product analysis, evaluating, Dyson, designer, Alexander McQueen, Vivienne Westwood, brand, Gap, Primark, investigation, material properties, strength, hardness, elasticity, drape, absorbency, insulation, hypothesis, testing, prediction													
Term 2	WC 4/01	WC 11/01	WC 18/01	WC 25/01	WC 01/02	WC 08/02	WC 22/02	WC 01/03	WC 08/03	WC 15/03	22/03	29/03		
	Materials Investigation	Mini Assessment	Materials and their working properties	Materials and their working properties	Materials and their working properties	Materials and their working properties	Materials and their working properties	Materials and their working properties	Materials and their working properties	Materials and their working properties	Materials and their working properties	Materials and their working properties		
	Investigating a variety of specific material properties: Strength, hardness, elasticity, absorbency		Timbers: hardwood and softwood	Timbers: manufactured boards	Polymers introduction: What are polymers?	Polymers: Thermoset	Polymers: Thermoplastic	Mini Assessment	Textiles: Cotton, polyester	Textiles: Wool	Textile construction Revision	Revision Assessment		

	Key Vocabulary/Concepts/ideas - materials, working properties, timber, polymers, textiles, cotton, wool, polyester, thermoplastic, thermoset, sustainability, timbers, manufactured boards, hardwood, softwood, properties, strength, hardness, elasticity, absorbency, insulation											
Term 3	WC 19/04	WC 26/04	WC 03/05	WC 10/05	WC 17/05	WC 24/05	WC 07/06	WC 14/06	WC 21/06	WC 28/06	05/07	12/07
	Introduction to expectations and Health & Safety in the workshop	Materials and their properties	Materials and their properties	Materials and their properties	Materials and their properties	Materials and their properties	Materials and their working properties	Materials and their working properties	Textile Skills	Textile Skills	Textile Skills	Textile Skills
	PRACTICAL LESSON	Measure, mark out and cut a finger joint	Measure, mark out and cut a finger joint	Using hand tools	Manipulating plastics safely and effectively	Manipulating plastics safely and effectively	Revision	End of Topic Assessment	Sewing machine parts Setting up a sewing machine	Applique	Fabric markers Transfer crayons	Tie Dye
		PRACTICAL LESSON	PRACTICAL LESSON	PRACTICAL LESSON	PRACTICAL LESSON	PRACTICAL LESSON			PRACTICAL LESSON	PRACTICAL LESSON	PRACTICAL LESSON	PRACTICAL LESSON
	Key Vocabulary/Concepts/ideas - health & safety, measure, marking out, woodwork joints, finger joint, hand tools, tenon saw, coping saw, polymers, thermoset, thermo-polymer, working properties, physical properties, sewing machine, applique, embellishment, evaluate											
CIAG - Linking curriculum learning to careers and real life - Encounters with employers and employees - Experiences of workplaces - Encounters with FE and HE - Personal guidance - Guest speakers and/or presentations - Career sector assemblies/visits - Year 9 careers events												

Term 2	WC 4/01	WC 11/01	WC 18/01	WC 25/01	WC 01/02	WC 08/02	WC 22/02	WC 01/03	WC 08/03	WC 15/03	22/03	29/03
	Redesigning Existing Products	Redesigning Existing Products	Redesigning Existing Products	Redesigning Existing Products	Redesigning Existing Products	Redesigning Existing Products	Timbers	Timbers	Timbers	Textiles	Textiles	Textiles
	The importance of looking at the work of others	Research based task on cerebral palsy and the S'up spoon	Ergonomic design	ACCESS FM SCARED SCAMPER	Modelling a redesigned product using recycled products	Presenting models	Sources	Natural Types	Types	Ugly Doll	Ugly Doll	Ugly Doll
		Design Task	Presentation Task	Product analysis Task		Peer Assessment	Origin	Sustainability	Properties	Hand Stitching doll making	Hand Stitching doll making	Hand Stitching doll making
	Key Vocabulary/Concepts/ideas											
	- manufacture, QC, plan, design, drawing, applique, morphing, specification, material, properties, analyse, redesign, health & safety, mass, batch, one-off, timber, properties, sustainability, ACCESS FM, SCAMPER, SCARED, evaluate, the work of others.											
Term 3	WC 19/04	WC 26/04	WC 03/05	WC 10/05	WC 17/05	WC 24/05	WC 07/06	WC 14/06	WC 21/06	WC 28/06	05/07	12/07
	Timbers	Introduction to the workshop	Introduction to the workshop	Woodworking joints	Woodworking joints	Woodworking joints	Bookend Project	Bookend Project	Bookend Project	Bookend Project	Enquiry Question:	Enquiry Question:
	Revision	Expectations	Demonstration on how to use machines:	Marking out	Marking out, cut, assemble a woodworking joint	Self-evaluation	Health & Safety	Marking out	Setting success criteria	Cutting centre pieces	What practical skills do I need in order to manufacture commercially viable timber products?	What practical skills do I need in order to manufacture commercially viable timber products?
	Mini assessment	Health & Safety	Pillar drill Fret saw Belt sander	Kerf	PRACTICAL LESSON	Peer assessment	Mm/cm activity Treasure hunt	Kerf	Manufacturing aids	Assembly Evaluation	Extended writing mini assessment	Extended writing mini assessment
		PRACTICAL LESSON	Students observed and signed off to use safely	Cutting on the waste side	PRACTICAL LESSON		Measurement equipment	Cutting on the waste side	PRACTICAL LESSON	Peer assessment		
			PRACTICAL LESSON	PRACTICAL LESSON			PRACTICAL LESSON	PRACTICAL LESSON	PRACTICAL LESSON	PRACTICAL LESSON		
	Key Vocabulary/Concepts/ideas											
	- Properties, physical, working, elasticity, strength, hardness, absorbency, ductility, insulation, materials, softwood, hardwood, life cycle, coniferous, deciduous, sustainable, manufactured boards, pine, oak, beech, plywood, MDF, kerf, marking out, health & safety,											
CIAG												
- Linking curriculum learning to careers and real life												
- Encounters with employers and employees												
- Experiences of workplaces												
- Encounters with FE and HE												
- Personal guidance												
- Guest speakers and/or presentations												
- Career sector assemblies/visits												
- Year 9 careers events												

Key Stage 4: Year 10

	Overall Curriculum Goals - developing the following Big Ideas: - Health & Safety Legal Requirements - Risks to Health & Safety in Different Situations - Minimising Risks to Health & Safety - Security in Construction - Job Roles in Construction and Built Environment Projects
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Term 1	- How Development Projects are Realised - Plan Built Environment Development Projects													
	WC 02/09	WC 07/09	WC 14/09	WC 21/09	WC 12/09	WC 05/10	WC 12/10	WC 19/10	WC 02/11	WC 16/11	WC 23/11	WC 30/11	WC 7/12	WC 14/12
	Introduction to the Course Unit Structure Rules and Expectations Folders/books	Unit 1 AC1.1 Summarise responsibilities of H&S legislation -employers - Employees HASAWA 1974 - RIDDOR 1995 - COSHH 2002 - PUWER 1998 - MHOR 1992 - PPER 1992 - WAHR 2005 - Asbestos	Links to unit 1 AC1.2 Students are to identify H&S in the workshop Identify safety signs used by construction industry (AC1.2) - meanings of colour coding - meanings of shapes - meanings of signs - naked flame prohibited - pedestrians prohibited - head protection - foot protection - risk of fire Student activity to create a sign for list of words given	Interleaving Unit 2 AC2.1 Tour of workshop given and introduce students to machinery used Students to be able to identify tools and equipment used in construction – tool ID sheet to be completed independently linking to construction tasks (AC2.1) Discussion held with students using VAK exercises to develop understanding Informal Assessment H&S legislation	Unit 1 AC1.3 Identify fire extinguishers used in different situations - water, foam, dry powder. Student activity fire risk assessment and evacuation plan Describe the role of the HSE (AC 1.4) Student activity research answers to questions given using HSE gov website	Unit 1 AC2.1 Students to identify hazards to H&S in different situations (AC 2.1) - on/off site structure, superstructure, workshop, office, travel. describe the potential effects of hazards in different situations (AC2.2) - explain 'types' of effects including physical, psychological, financial, environmental, self, others, employer, community, environment, users. Student activity 'empathy' table and hazard spectrum table for scenario Whole class feedback informal assessment H&S legislation	Unit 1 AC2.3 Likelihood of risk Severity of risk How risk is measured Workshop lesson activity students to identify risks and hazards in the workshop (AC2.1) complete the 5-step risk assessment: what is the risk, level of risk, who may be harmed/how, control measure, responsibility (AC3.2)	Unit 1 AC3.1 Explain existing H&S control measures in different situations (AC3.1) -method statements, safe systems of work, work permits, competent persons, PPE. Mini Assessment all topics to date	Unit 1 AC3.2 Identify risks to security in construction in different situations - tools - Equipment - personal belongings - sensitive information Describe measures in construction to minimise risk to security - measures used by employees and employers. Student scenario activity Knowledge recall lesson and fill in the gaps	Unit 2 AC1.1 Students are reminded of unit expectations and requirements Students are to understand and interpret technical sources of information used in construction projects (AC1.1) Student activity given some technical drawings and asked to identify what they understand. Teacher to then highlight key pieces of information and discuss (such as dimensions and materials) Students given 'success criteria' to then take into the workshop and produce work samples such as measuring, cutting, sanding lengths of wood (RM to refer to 'test plate'). HW to research types of wood joints	Unit 1 AC2.1 Informal Assessment Hazards, risks and control measures signs & fire extinguishers	Unit 2 AC1.2 To understand & interpret technical information Understanding of documents - specifications - drawings - building regulations - design brief Students should understand and plan a sequence of work to meet requirements of sources of information (AC1.2) . Students will be shown completed projects and plans	Unit 1 Revision Unit 1	Unit 1 Mock Exam Paper

	Key Vocabulary/Concepts/ideas											
	- Health & Safety: HASAWA, RIDDOR, COSHH, PUWER, PPER, Asbestos, Regulations, Prohibition, Mandatory, Warning, Risk, Fire Extinguisher, HSE, Substructure, Control Measure											
Term 2	WC 4/01	WC 11/01	WC 18/01	WC 25/01	WC 01/02	WC 08/02	WC 22/02	WC 01/03	WC 08/03	WC 15/03	22/03	29/03
	Unit 3 AC1.1	Unit 3 AC1.2	Unit 3 AC1.3	Unit 3 AC2.2	UNIT 3 AC2.1	International Women's Day	Unit 3 AC1.3	UNIT 2 (links with UNIT 3) AC2.3	Unit 1 recap	Unit 1 recap	Revision Unit 1	Mock past Paper Unit 1 Assessment
	Know job roles involved in realising construction and built environment projects Describe activities of those involved in construction projects (AC1.1) Client, architect, engineer, QS, project manager, designer, builder, site engineer, safety officer, tradesperson, specialist sub-contractors, building control inspector, town planner, public health inspector, administrator, finance officer, PLO, purchasing officer, caterer, security.	Describe responsibilities of those involved in construction projects (AC1.2) Client, architect, engineer, QS, project manager, designer, builder, site engineer, safety officer, tradesperson, specialist sub-contractors, building control inspector, town planner, public health inspector, administrator, finance officer, PLO, purchasing officer, caterer, security. Student activity to create case profiles for each profession	Describe outputs of those involved in realising construction projects (AC1.3) - client's team (client, architect, engineer, quantity surveyor, project manager, designer) - contractor's team (builder/site engineer, site supervisor, safety officer, tradespersons, specialist sub-contractors) - statutory personnel (building inspector, town planner, public health inspector) - general (administrator, finance officer, public liaison officer, purchasing/procurement officer, catering, security) - refurbishments - extensions <i>Synoptic links: from unit 1, AC 1.1, learners will be aware that Health and Safety is the responsibility of all employees and that employers also have significant responsibilities. Certain roles will have heightened levels of responsibilities such as Site Managers. Safety and Security impacts upon all involved in construction projects.</i> Links to unit 3 AC3.1 sequence process to be followed.	Calculation of materials required to complete construction tasks scenarios - Area - Volume - Time - Ratio - Costs - Perimeter Calculate resources to meet requirements for built environment development projects (AC2.2) area volume percentages scaling best value Tolerances VAT tender price Resources • plant • labour • materials Student activity building on calculating basic shapes from last term and progressing on to scenarios and sketches and floor plans. Peer assessment Cross-curricular link to maths - SMART success criteria to be set for completion of project (AC2.3) Step by step guide given to students – tolerances, timescales, quality.	Understand how built environment development projects are realised Describe processes used in built environment development projects (AC 2.1) - planning (design, project planning, procurement) - construction (secure site, site clearance, substructure, super-structure) - handover to client (commissioning, handover) - maintenance	Students to research famous women within the construction industry and create a PowerPoint to present - facts - inspiration - jobs roles and responsibilities Unit 3 AC2.3 Assess potential effect of factors on project success	Describe outputs of those involved in realising construction projects (AC1.3) - client's team (client, architect, engineer, quantity surveyor, project manager, designer) - contractor's team (builder/site engineer, site supervisor, safety officer, tradespersons, specialist sub-contractors) - statutory personnel (building inspector, town planner, public health inspector) - general (administrator, finance officer, public liaison officer, purchasing/procurement officer, catering, security) - refurbishments - extensions <i>Synoptic links: from unit 1, AC 1.1, learners will be aware that Health and Safety is the responsibility of all employees and that employers also have significant responsibilities. Certain roles will have heightened levels of responsibilities such as Site Managers. Safety and Security impacts upon all involved in</i>	Mock Brief of Extension project Calculation of materials required to complete construction tasks - Area - Volume - Time - Ratio - Costs - Perimeter Student activity calculating basic shapes and progressing on to scenarios and sketches and floor plans. Cross-curricular link to maths - SMART success criteria to be set for completion of project (AC2.3) Step by step guide given to students – tolerances, timescales, quality. Unit 3 mini assessment	A3 Worksheet LO1	A3 Worksheet LO2		

							construction projects.					
Key Vocabulary/Concepts/ideas												
- Planning Construction Projects: Client, Contractor, Personnel, Refurbishment, Extension, Job Roles, Calculations, Resources, Project Planning, Gantt Charts, Spreadsheet, Cost, Suppliers, Drawings, Finances,												
Term 3	WC 19/04	WC 26/04	WC 03/05	WC 10/05	WC 17/05	WC 24/05	WC 07/06	WC 14/06	WC 21/06	WC 28/06	05/07	12/07
	Unit 2 AC2.1	Unit 2 AC3.2	Unit 2 AC2.2	Unit 2 AC2.2	Unit 2 AC1.1	Unit 3	Unit 3	Unit 2 AC3.2	Unit 2 AC2.4	Unit 2 AC3.1	Unit 2 AC3.1	Unit 2
	KS3 Practical Elements to support lost learning	KS3 Practical Elements to support lost learning	KS3 Practical Elements to support lost learning	KS3 Practical Elements to support lost learning	KS3 Practical Elements to support lost learning	Revision	Mock paper Assessment	Prepare for construction tasks	Practical lesson to produce wood joint (M&T) for display to gain practical skills	Apply H&S practices in completion of construction tasks	Students to understand how to evaluate the quality of construction tasks	Mop up time
	- identify tools and equipment and processes used to complete construction project (AC2.1) requisition sheet examples to be completed which include tools, equipment, materials, PPE.	Understand and plan H&S aspects prior to commencing the work Student activity to produce a behavioural change poster	- be able to plan for construction projects. Step by step will be written as an extended writing piece on provided proforma including step, safety rule, tools used and timing. (practice – 1 hr timed)	- be able to plan for construction projects. Step by step will be written as an extended writing piece on provided proforma including step, safety rule, tools used and timing. (practice – 1 hr timed)	Prepare for construction tasks			Materials require: Visual checks, dimensional checks, organising materials for safety and productivity, setting out, measuring and accuracy, marking out, cutting and safety	If time allows students can make box frame with different joints as a practice run.	- behavioural safety techniques - cleanliness - prevention of accidents - safe working practices - correct use of PPE	Student activity to watch video demonstrations and discuss compliance for tasks	
	Links to unit 3	Be able to recommend H&S control measures in different situations (AC3.2)	AC3.3 Use project Planning tools	- understanding of different materials and characteristics - textiles - wood - bricks - plaster - decoration - tiles - electrical - plumbing - heritage	Materials require: Visual checks, dimensional checks, organising materials for safety and productivity, setting out, measuring and accuracy, marking out, cutting and safety			Practical workshop activities to practice and demonstrate such skills – tick list to complete and be signed off	Decorative Box Practical Linking to Unit 3 AC2.4	Student activity discussions and considerations on various industrial related diseases/disorders	Shelf/ toothbrush holder practical Linking AC3.1, 3.2, 3.3, 3.4.	
	AC3.3 Use project Planning tools	changes in practice, equipment, scale, individual/business responsibilities	Bookends Practical Linking to Unit 3 AC2.2		Practical workshop activities to practice and demonstrate such skills – tick list to complete and be signed off			Links to Unit 3 AC3.2 Apportion time to processes	Project Evaluation		Project Evaluation	
	BI'Object Practical linking to unit 1 AC2.1, 2.2, 2.3			Student activity to identify materials in images and discuss/note how they have been used as part of brand images								
				Bookends Practical Linking to Unit 3 AC2.2								
				Project Evaluation								
	Key Vocabulary/Concepts/ideas											
- Links to KS3 curriculum: Design, research, exploration, solving design problems, modelling, specialist tools, materials, evaluate, work of others, investigate, testing, specification, target market, material properties.												
CIAG												
Possible Events:												
- Visits to FE College												
- Career Sector Assemblies/visits												
- Careers Fair												
- FE / HE Fairs												

- Subject Related 'Do Now's during National Careers Week
- Workplace Visits (all years)
- Employer mentoring
- 1-1 interviews with Careers Advisors
- Curriculum links to employers
- Targeted motivational speakers e.g. challenging stereotypes/SEND

Key Stage 4: Year 11

Term 1	Overall Curriculum Goals - developing the following Big Ideas: - Interpret Technical Information - Preparation Requirements for Construction Tasks - Using Construction Processes													
	WC 02/09	WC 07/09	WC 14/09	WC 21/09	WC 28/09	WC 05/10	WC 12/10	WC 19/10	WC 02/11	WC 16/11	WC 23/11	WC 30/11	WC 7/12	WC 14/12
	UNIT 2	Unit 2 AC1.1	Unit 2 AC1.2	Unit 2 – AC1.2	Unit 2 AC2.1	Unit 2 AC2.1	Unit 2 AC2.2	Unit 2 AC2.2	Unit 2 AC2.3	Unit 2 AC2.3	Unit 2 AC2.4	Unit 2 AC2.4	Unit 2 AC2.4	Unit 2 AC2.4
	Introduction/recap to unit 2 Ensure students understand assessment Reminded of brief Through this unit learners will be able to interpret technical information to plan the refurbishment of a building, taking account of health and safety issues. They will use appropriate skills and techniques to carry out the refurbishment.	Interpret technical sources of information - symbols - conventions - terminology - specifications - building regulations - drawings - design briefs	Begin to plan sequence of work to meet requirements of sources of information student activity using scenarios considering all aspects and all professionals. Sequence to include timescales, order of works, H&S.	Plan sequence of work to meet requirements of sources of information Exam Question Assessment Unit 2 AC1.1	Identify resources required to complete construction tasks Links to unit 3 Be able to identify resources required to complete construction tasks (AC2.1) Student activity to correctly identify resources including: - tools - equipment - PPE - relevant materials based on characteristics, quality, sustainability and limitations.	Identify resources required to complete construction tasks	Calculate materials required to complete construction tasks	Calculate materials required to complete construction tasks Exam Question Assessment Unit 2 AC2.1	Set success criteria for completion of construction tasks Links to unit 3 AC3.1, 3.2, 3.3, 3.4.	Set success criteria for completion of construction tasks Links to unit 3 AC3.1, 3.2, 3.3, 3.4.	Prepare for construction tasks Links to Unit 3 Assess potential effect of factors on project success (AC2.3) internal e.g. lack of qualified and certified key personnel, sourcing of finance, security external e.g. penalty clauses, weather conditions <i>Synoptic links: from unit 1, AC 1.1, learners will be familiar with the interpretation of technical sources in the completion of their construction tasks.</i>	Prepare for construction tasks Links to unit 3 Interpret sources of information (AC2.4) drawings catalogues spreadsheets supplier's material lists specifications Synoptic links: From AC 2.2 they will have calculated resources for each of their tasks in the completion of their small-scale projects Exam Question Assessment Unit 2 AC2.3/2.4	Prepare for construction tasks <i>learners will have gained an understanding of planning a sequence of work (AC 1.2), preparing for construction tasks (AC 2.4) and applying techniques (AC 3.1) all of which will be significant factors in the planning for larger projects.</i> Unit 2 Gap plugging if required	Prepare for construction tasks AC3.1 Sequence processes to be followed AC3.2 Apportion time to processes AC3.3 Set project tolerances Unit 2 Gap plugging if required

Key Vocabulary/Concepts/ideas													
	- Practical Construction Skills: Technical Sources, Symbols, conventions, specifications, building regulations, drawings, design brief, plan, communication, timescale, sequences, health and safety, tools, equipment, PPE, characteristics, limitations, qualities, calculations, volume, area, perimeter, time, ratio, cost, tolerance, defects, mark out.												
Term 2	WC 4/01	WC 11/01	WC 18/01	WC 25/01	WC 01/02	WC 08/02	WC 22/02	WC 01/03	WC 08/03	WC 15/03	22/03	29/03	
	Unit 2 Time plan Plan for controlled assessment	Unit 2 Time plan Plan for controlled assessment	Unit 2 AC2.4 Unit 2 AC3.1 Unit 2 AC3.2 Controlled Assessment Prepare for construction tasks - apply techniques in completion of construction tasks - apply health and safety practices in completion of construction tasks	Unit 2 AC2.4 Unit 2 AC3.1 Unit 2 AC3.2 Controlled Assessment Prepare for construction tasks - apply techniques in completion of construction tasks - apply health and safety practices in completion of construction tasks	Unit 2 AC2.4 Unit 2 AC3.1 Unit 2 AC3.2 Controlled Assessment Prepare for construction tasks - apply techniques in completion of construction tasks - apply health and safety practices in completion of construction tasks	Unit 2 AC2.4 Unit 2 AC3.1 Unit 2 AC3.2 Controlled Assessment Prepare for construction tasks - apply techniques in completion of construction tasks - apply health and safety practices in completion of construction tasks	Unit 2 AC2.4 Unit 2 AC3.1 Unit 2 AC3.2 Controlled Assessment Prepare for construction tasks - apply techniques in completion of construction tasks - apply health and safety practices in completion of construction tasks	Unit 2 AC2.4 Unit 2 AC3.1 Unit 2 AC3.2 Controlled Assessment Prepare for construction tasks - apply techniques in completion of construction tasks - apply health and safety practices in completion of construction tasks	Unit 2 AC2.4 Unit 2 AC3.1 Unit 2 AC3.2 Controlled Assessment Prepare for construction tasks - apply techniques in completion of construction tasks - apply health and safety practices in completion of construction tasks	Unit 2 AC3.3 Controlled Assessment Evaluate quality of construction tasks Unit 1 & 3 Revision	Unit 2 AC3.3 Controlled Assessment Evaluate quality of construction tasks Unit 1 & 3	Unit 1 & 3 Revision	Unit 1 & 3 Revision
	Key Vocabulary/Concepts/ideas												
	- Practical Construction Skills: Technical Sources, Symbols, conventions, specifications, building regulations, drawings, design brief, plan, communication, timescale, sequences, health and safety, tools, equipment, PPE, characteristics, limitations, qualities, calculations, volume, area, perimeter, time, ratio, cost, tolerance, defects, mark out.												
Term 3	WC 19/04	WC 26/04	WC 03/05	WC 10/05	WC 17/05	WC 24/05	WC 07/06	WC 14/06	WC 21/06	WC 28/06	05/07	12/07	
	Unit 1 & 3 Revision Unit 2 amendments if required	Unit 1 & 3 Revision Unit 2 amendments if required	Unit 1 & 3 Revision Unit 2 amendments if required	Unit 1 & 3 Revision Unit 2 amendments if required	Unit 1 & 3 Revision	Unit 1 & 3 Revision	Unit 1 & 3 Revision Unit 1 exam Unit 3 exam	Unit 1 & 3 Revision Unit 1 exam Unit 3 exam					
	Key Vocabulary/Concepts/ideas												
CIAG													
Possible Events: - Visits to FE College - Career Sector Assemblies/visits - Careers Fair - FE / HE Fairs - Subject Related ‘Do Now’s during National Careers Week - Year 9 internal taster sessions prior to options - Workplace Visits (all years) - Employer mentoring - 1-1 interviews with Careers Advisors - Curriculum links to employers													

- Targeted motivational speakers e.g. challenging stereotypes/SEND