## Key Stage 3: Year 7 Design & Technology

| Term<br>1 | Overall Curriculur       •     The rol       •     Product       •     Product       •     Product       •     Design       •     Product       •     Materia       WC 02/09     Investigating       Investigating     Int       the Work of     th       Others     O       Primary &     Prisecondary | n Goals - develo<br>e of a designer,<br>it design in real<br>al skill building<br>process unders<br>tion processes<br>al properties in<br>WC 07/09<br>westigating<br>twestigating<br>the Work of<br>thers<br>roduct<br>nalysis | oping the follo<br>/brand and th<br>l life context<br>through worl<br>standing and<br>and manufac<br>westigation<br>WC 14/09<br>Investigating<br>the Work of<br>Others<br>Analysing and<br>evaluating | wing Big Ideas:<br>the differences<br>kshop projects t<br>communication<br>turing<br>WC 21/09<br>Investigating<br>the Work of<br>Others<br>Dyson | wc 28/09<br>Literacy<br>Assessment                                       | edge and underst<br>WC 05/10<br>Investigating<br>the Work of<br>Others<br>Designers:<br>Alexander | WC 12/10<br>WC 12/10<br>Investigating<br>the Work of<br>Others<br>Designers:<br>Vivienne | WC 19/10<br>Investigating<br>the Work of<br>Others<br>Brands: Gap,<br>Primark | WC 02/11<br>Investigating<br>the Work of<br>Others<br>Revision | WC 16/11<br>Investigating<br>the Work of<br>Others<br>Whole class<br>feedback from | WC 23/11<br>Materials<br>Investigation<br>Introduction to<br>topic | WC 30/<br>Materials<br>Investigati<br>Physical<br>properties | 11 WC 7/12<br>Materials<br>Investigation<br>Working<br>properties | WC 14/12<br>Materials<br>Investigation<br>Investigating a<br>variety of<br>specific |
|-----------|---|--|---|--|--|---|--|---|--|--|--|--|---|---|
|           | data<br>Importance of<br>Iooking at the<br>work of others   |  | existing<br>products  |  |  | McQueen<br>Whole class<br>feedback for<br>assessment  | Westwood<br>What informs<br>design?  |   | End of Topic<br>Assessment                                     | assessment   | Properties of materials  |  |   | material<br>properties:<br>Strength,<br>hardness,<br>elasticity,<br>absorbency      |
|           |   |  |   |  |  | K   | ey Vocabular   | y/Concepts/   | 'ideas   |  |  |  |   |   |
|           | - the work of othe<br>elasticity, drape, a  | ers, primary dat<br>absorbency, ins  | ta, secondary<br>sulation, hypo   | data, product a<br>thesis, testing, <sub>l</sub>   | nalysis, evalua<br>prediction  | ting, Dyson, desi   | gner, Alexander N  | 1cQueen, Vivienr  | ne Westwood, bra   | nd, Gap, Prima   | rk, investigation  | , material p   | properties, strength, l   | nardness,   |
|           | WC 4/01   | WC 11/01   | . W   | C 18/01  | WC 25/01   | WC 01/02  | WC 08/02   | WC 22/02  | WC 01/03   | WC 08/0  | 3 WC   | 15/03  | 22/03   | 29/03   |
|           | Materials<br>Investigation  | Mini Assessme  | ent Materi<br>their w<br>proper   | als and Ma<br>vorking the<br>ties pro  | iterials and<br>fir working<br>operties                                  | Materials and<br>their working<br>properties  | Materials and<br>their working<br>properties   | Materials and<br>their working<br>properties                                  | Materials and<br>their working<br>properties                   | Materials and<br>their working<br>properties                                       | d Material<br>g working<br>Textiles:                               | s and their<br>properties<br>wool                            | Materials and their<br>working properties                         | Materials and<br>their working<br>properties  |
| Term<br>2 | variety of specific<br>material<br>properties:<br>Strength, hardness,<br>elasticity,<br>absorbency  |  | Timber<br>hardwo<br>softwo  | rs: Tin<br>Dod and ma<br>Od bo<br>Lift<br>tin<br>Su:   | nbers:<br>nufactured<br>ards<br>ecycle of<br>ber product<br>stainability | Polymers<br>introduction:<br>what are<br>polymers?  | Polymers:<br>thermoset   | Polymers:<br>thermoplastic  | Mini Assessment  | Textiles: Cott<br>polyester  | on,  |  | Revision  | Revision<br>Assessment  |
|           |   |  |   |  |  |   |  |   |  |  |  |  |   |   |
|           |   |  | ·   |  |  | K   | ey Vocabular   | y/Concepts/   | 'ideas   |  |  |  |   |   |
|           | - materials, worki<br>absorbency, insul   | ng properties, 1<br>ation  | timber, polym   | iers, textiles, co   | ton, wool, po  | yester, thermopl  | astic, thermoset,  | sustainability, ti  | nbers, manufactı   | ıred boards, haı   | rdwood, softwo   | od, propert  | ies, strength, hardne   | ss, elasticity,   |
|           | WC 19/04  | WC 26/04   | k We  | C 03/05  | WC 10/05   | WC 17/05  | WC 24/05   | WC 07/06  | WC 14/06   | WC 21/0  | 6 WC   | 28/06  | 05/07   | 12/07   |
|           | Introduction to   | Materials and  | Materi  | als and Ma   | terials and  | Materials and   | Materials and  | Materials and   | Materials and  | Textile Skills   | Textile S  | kills  | Textile Skills  | Textile Skills  |
|           | Health & Safety in  | their propertie  | es their p  | toperties the  | in properties  | their properties  | their properties   | properties  | properties   | Sewing mach  | ine  |  | Fabric markers  | Tie Dye   |
|           | the workshop  | Measure, mark  | k out Measu   | re, mark Us  | ng hand tools  | Manipulating  | Manipulating   | <b>_</b>  |  | parts  | Applique   | 2  | Transfer crayons  |   |
|           | PRACTICAL LESSON  | and cut a finge<br>joint   | er out and<br>finger j  | o cut a PR   | ACTICAL<br>SON   | plastics safely<br>and effectively  | plastics safely<br>and effectively   | Kevision  | End of Topic<br>Assessment                                     | Setting up a sewing machi  | ine PRACTIC  | AL LESSON  | PRACTICAL LESSON  | PRACTICAL   |
|           |   | PRACTICAL  | PRACT   | ICAL   |  | PRACTICAL   | PRACTICAL  |   |  | PRACTICAL  |  |  |   |   |
|           |   | LESSON   | LESSO   | <u>v  </u>   |  | LESSON  |  | v/Concenter   | lidoac   | LESSON   | I  |  |   | <u> </u>  |
|           |   |  |   |  |  | K   | ey vocabular   | y/concepts/   | lueas  |  |  |  |   |   |

| Term      | - 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, |  |  |  |  |  |  |  |  |  |  |  |
|-----------|--|--|--|--|--|--|--|--|--|--|--|--|
| 3         | embellishment; evaluate  |  |  |  |  |  |  |  |  |  |  |  |
|           | CIAG   |  |  |  |  |  |  |  |  |  |  |  |
| - Linking | g curriculum learning to careers and real life   |  |  |  |  |  |  |  |  |  |  |  |
| - Encour  | Encounters with employers and employees  |  |  |  |  |  |  |  |  |  |  |  |
| - Experie | ences of workplaces  |  |  |  |  |  |  |  |  |  |  |  |
| - Encour  | nters with FE and HE   |  |  |  |  |  |  |  |  |  |  |  |
| - Person  | nal guidance   |  |  |  |  |  |  |  |  |  |  |  |
| - Guest   | Guest speakers and/or presentations  |  |  |  |  |  |  |  |  |  |  |  |
| - Career  | sector assemblies/visits   |  |  |  |  |  |  |  |  |  |  |  |

# Key Stage 3: Year 8

|        | Overall Curricul  The                                | lum Goals - de<br>role of a desig      | veloping the fo<br>ner/brand and        | llowing Big Ide<br>the difference | as:                    |   |  |  |  |                                 |   |                           |                              |   |
|--------|--|--|---|-----------------------------------|------------------------|---|--|--|--|---------------------------------|---|---------------------------|------------------------------|---|
|        | • Prod   | luct design in r                       | eal life context                        | t .                               |                        |   |  |  |  |                                 |   |                           |                              |   |
|        | Prace  | tical skill build                      | ing through wo                          | orkshop projec                    | s to apply kno         | wledge and under                          | rstanding in produ                     | icing high quality o                   | outcomes                               |                                 |   |                           |                              |   |
|        | Desi   | gn process und                         | erstanding an                           | d communicati                     | on                     |   |  |  |  |                                 |   |                           |                              |   |
|        | Prod     Moto  | nuction proces                         | ses and manufa                          | acturing                          |                        |   |  |  |  |                                 |   |                           |                              |   |
|        | WC 02/09   |  | 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  |
| Term 1 | Investigating<br>the Work of                         | Investigating<br>the Work of<br>Others | Investigating<br>the Work of<br>Others  | Investigating<br>the Work of      | Literacy<br>Assessment | Investigating<br>the Work of<br>Others    | Investigating<br>the Work of<br>Others | Investigating<br>the Work of<br>Others | Investigating<br>the Work of<br>Others | Investigating<br>the Work of    | Materials<br>Investigation                | Materials<br>Investigatio | Materials<br>n Investigation | Materials<br>Investigation                            |
|        | Primary &<br>secondary<br>data                       | Product<br>analysis                    | Analysing and<br>evaluating<br>existing | Dyson                             |                        | Designers:<br>Alexander<br>McQueen        | Designers:<br>Vivienne<br>Westwood     | Brands:<br>Gap<br>Primark              | Revision<br>End of Topic               | Whole class<br>feedback<br>from | Introduction<br>to topic<br>Properties of | Physical<br>properties    | Working<br>properties        | Investigating a<br>variety of<br>specific<br>material |
|        | Importance<br>of looking at<br>the work of<br>others |  | products                                |                                   |                        | Whole class<br>feedback for<br>assessment | What informs<br>design?                |  | Assessment                             | assessment                      |   |                           |                              | Strength,<br>hardness,<br>elasticity,<br>absorbency   |
|        |  |  |   |                                   |                        | Ke  | y Vocabulary                           | /Concepts/id                           | eas                                    |                                 |   |                           |                              |   |
|        | - the work of ot                                     | hers, primary                          | data, secondar                          | y data, produc                    | t analysis, eva        | luating, Dyson, de                        | signer, Alexander                      | McQueen, Vivien                        | ne Westwood, bra                       | and, Gap, Prima                 | ark, investigati                          | on, material              | properties, stren            | gth, hardness,  |
|        | elasticity, drape                                    | e, absorbency,                         | insulation, hyp                         | oothesis, testin                  | g, prediction          |   |  |  |  |                                 |   |                           |                              |   |
|        | WC 4/01  | WC 11/0                                | 1 WC :                                  | 18/01                             | WC 25/01               | WC 01/02                                  | WC 08/02                               | WC 22/02                               | WC 01/03                               | WC 08/03                        | 3 WC :                                    | 15/03                     | 22/03                        | 29/03   |
|        | Materials  | Mini Assessn                           | nent Materia                            | ls and Mat                        | erials and             | Materials and                             | Materials and                          | Materials and                          | Materials and                          | Materials and                   | d Materia                                 | s and N                   | aterials and                 | Materials and   |
|        | Investigation  |  | their wo                                | rking thei                        | working                | their working                             | their working                          | their working                          | their working                          | their working                   | g their wo                                | rking th                  | eir working                  | their working   |
|        | Investigating a                                      |  | properti                                |                                   | erties                 | properties                                | properties                             | properties                             | properties                             | properties                      | properti                                  | es p                      | operties                     | properties  |
|        | variety of specific                                  |  | Timbers                                 | : Tim                             | oers:                  | Polymers                                  | Polymers:                              | Polymers:                              | Mini Assessment                        | Textiles: Cott                  | on, Textiles:                             | Wool Te                   | extile                       | Revision  |
| Term 2 | material   |  | hardwoo                                 | od and mar                        | ufactured              | introduction:                             |  |  |  | polyester                       |   | co                        | nstruction                   |   |
| Term 2 | properties:  |  | softwoo                                 | d boa                             | ds                     |   | Thermoset                              | Thermoplastic                          |  |                                 |   | R                         | evision                      | Assessment  |
|        | suengtn,<br>hardness                                 |  |   | Life                              | vcle of                | what are                                  |  |  |  |                                 |   |                           |                              |   |
|        | elasticity.  |  |   | tim                               | er product             | polymers:                                 |  |  |  |                                 |   |                           |                              |   |
|        | absorbency   |  |   | Sust                              | ainability             |   |  |  |  |                                 |   |                           |                              |   |

|              | Key Vocabulary/Concepts/ideas                                      |   |                    |                      |                    |                    |                       |                   |                     |                     |                     |                |  |  |
|--------------|--|---|--------------------|----------------------|--------------------|--------------------|-----------------------|-------------------|---------------------|---------------------|---------------------|----------------|--|--|
|              | - materials, work  | king properties, tin                              | nber, polymers, te | tiles, cotton, wool  | , polyester, therm | oplastic, thermose | t, sustainability, ti | imbers, manufactu | red boards, hardwo  | ood, softwood, pr   | operties, strength, | hardness,      |  |  |
|              | elasticity, absorb   | ency, 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  | Materials and                                     | Materials and      | Materials and        | Materials and      | Materials and      | Materials and         | Materials and     | Textile Skills      | Textile Skills      | Textile Skills      | Textile Skills |  |  |
|              | expectations and   | their properties                                  | their properties   | their properties     | their properties   | their properties   | their working         | their working     | Couries and shine   |                     | Coloria accolución  | Tis Due        |  |  |
|              | in the workshop  | Measure mark                                      | Measure mark       | Using band tools     | Manipulating       | Manipulating       | properties            | properties        | sewing machine      | Applique            | Transfer crayons    | The Dye        |  |  |
|              | in the workshop  | out and cut a                                     | out and cut a      | Using hand tools     | plastics safely    | plastics safely    | Revision              | End of Topic      | Setting up a        |                     | Transfer erayons    | PRACTICAL      |  |  |
|              | PRACTICAL  | finger joint                                      | finger joint       | PRACTICAL            | and effectively    | and effectively    |                       | Assessment        | sewing machine      | PRACTICAL           | PRACTICAL           | LESSON         |  |  |
|              | LESSON LESSON LESSON LESSON DATA DATA DATA DATA DATA DATA DATA DAT |   |                    |                      |                    |                    |                       |                   |                     |                     |                     |                |  |  |
| Term 3       |  | LESSON LESSON LESSON LESSON LESSON DOTD DOTD DOTD |                    |                      |                    |                    |                       |                   |                     |                     |                     |                |  |  |
| Terms        |  |   |                    |                      | Ke                 | ey Vocabulary      | /Concepts/id          | leas              |                     |                     |                     |                |  |  |
|              | - health & safety  | , measure, markin<br>evaluate                     | g out, woodwork j  | oints, finger joint, | hand tools, tenon  | saw, coping saw, p | olymers, thermos      | et, thermo-polyme | er, working propert | ies, physical prope | erties, sewing mach | ine, applique, |  |  |
|              |  |   |                    |                      |                    | CIAG               |                       |                   |                     |                     |                     |                |  |  |
| - Linking cu | rriculum learning  | to careers and                                    | real life          |                      |                    |                    |                       |                   |                     |                     |                     |                |  |  |
| - Encounter  | s with employer  | s and employees                                   | 5                  |                      |                    |                    |                       |                   |                     |                     |                     |                |  |  |
| - Experience | es of workplaces   |   |                    |                      |                    |                    |                       |                   |                     |                     |                     |                |  |  |
| - Encounter  | s with FE and HE   |   |                    |                      |                    |                    |                       |                   |                     |                     |                     |                |  |  |
| - Personal g | - Personal guidance  |   |                    |                      |                    |                    |                       |                   |                     |                     |                     |                |  |  |
| - Guest spea | - Guest speakers and/or presentations                              |   |                    |                      |                    |                    |                       |                   |                     |                     |                     |                |  |  |
| - Career sec | tor assemblies/v   | visits  |                    |                      |                    |                    |                       |                   |                     |                     |                     |                |  |  |
| - Year 9 car | eers events  |   |                    |                      |                    |                    |                       |                   |                     |                     |                     |                |  |  |

# Key Stage 3: Year 9

|        | Overall Curricu<br>- Expl<br>- Und<br>- Look<br>- Eval<br>- Timl<br>- Woo  | lum Goals - deve<br>ore and discover<br>erstanding of sus<br>king at the work of<br>uating and redes<br>bers sources, orig<br>odworking practic | loping the follow<br>a variety of diff<br>stainability and<br>of others and w<br>igning existing p<br>gins and uses<br>cal skills | wing Big Ideas:<br>ferent textile and<br>the effects on the<br>hy it is important<br>products | material techni<br>e environment | iques          |                |          |          |          |          |          |          |          |
|--------|--|---|---|---|----------------------------------|----------------|----------------|----------|----------|----------|----------|----------|----------|----------|
|        | 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 |
|        | Sustainability   | Sustainability  | Sustainability  | Sustainability  | Sustainability                   | Sustainability | Sustainability | Textiles |
| Term 1 | Introduction The 6 R's Carbon Footprint Social Issues Moral Issues Carbon Footprint Social Issues Noral Issues Version Product analysis and design Product analysis and design Product Safety Product Safety Social Issues Version Product Safety Social Issues Social Issues Version Product Safety Social Issues Social Issues Noral Issues Version Product Safety Social Issues Social Issues Version Product Safety Social Issues Social Issues Noral Issues Version Product Safety Social Issues Social Issues Noral Issues Version Product Safety Social Issues Social Issues Version Product Safety Social Issues Social Issues Social Issues Noral Issues Social Issues Social Issues Noral Issues Social Issues Social Issues Social Issues Social Issues Noral Issues Social Issues Issu |   |   |   |                                  |                |                |          |          |          |          |          |          |          |
|        | - sustainability, refuse, reduce, rethink, reuse, recycle, repair, carbon footprint, social, moral, life cycle assessment, product analysis, design, specification, brief, manufacture, drawing, hand stitching, applique,   |   |   |   |                                  |                |                |          |          |          |          |          |          |          |
|        | embellishment  | , fabric, propertie   | es, health & safe   | ety.  |                                  |                |                |          |          |          |          |          |          |          |

|              | 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  | Redesigning           | Redesigning          | Redesigning         | Redesigning           | Redesigning         | Timbers            | Timbers             | Timbers             | Textiles            | Textiles           | Textiles       |  |  |  |
|              | Existing Products  | Existing Products     | Existing Products    | Existing Products   | Existing              | Existing            |                    |                     | _                   |                     |                    |                |  |  |  |
|              | The importance of  | Possarch based        | Ergonomic docign     |                     | Products              | Products            | Sources            | Natural Types       | Types               | Ugly Doll           | Ugly Doll          | Ugly Doll      |  |  |  |
|              | looking at the work  | task on cerebral      | Eigonomic design     | SCARED              | Modelling a           | Presenting          | Origin             | Sustainability      | Properties          | Hand Stitching      | Hand Stitching     | Hand Stitching |  |  |  |
|              | of others  | palsy and the S'up    | Presentation Task    | SCAMPER             | redesigned            | models              | Olibili            | Sustainability      | rioperties          | doll making         | doll making        | doll making    |  |  |  |
| Term 2       |  | spoon                 |                      |                     | product using         |                     |                    | Forestry            | Uses                | 5                   |                    |                |  |  |  |
|              |  |                       |                      | Product analysis    | recycled              | Peer Assessment     |                    | Management          |                     |                     |                    | Assessment and |  |  |  |
|              |  | Design Task           |                      | Task                | products              |                     |                    |                     |                     |                     |                    | Evaluation     |  |  |  |
|              |  |                       | <u> </u>             |                     |                       |                     |                    | [                   |                     |                     |                    | i              |  |  |  |
|              |  |                       |                      |                     | Key V                 | ocabulary/Co        | oncepts/idea       | s                   |                     |                     |                    |                |  |  |  |
|              | <ul> <li>manufacture, QC,</li> </ul>   | , plan, design, draw  | ing, applique, morp  | hing, specification | , material, propert   | ies, analyse, redes | ign, health & safe | ty, mass, batch, or | ne-off, timber, pro | perties, sustainabi | lity, ACCESS FM, S | SCAMPER,       |  |  |  |
|              | SCARED, evaluate,  | the work of others.   |                      |                     |                       |                     |                    |                     |                     |                     |                    |                |  |  |  |
|              | 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          |  |  |  |
|              | Project Bookend Project Bookend Project Bookend Project Bookend Project Bookend Project Dookend Project Question: Question:  |                       |                      |                     |                       |                     |                    |                     |                     |                     |                    |                |  |  |  |
|              | Revision Revision And in a state of the workshop forms forms forms forms forms for the workshop forms  |                       |                      |                     |                       |                     |                    |                     |                     |                     |                    |                |  |  |  |
|              | Expectations Demonstration on Marking out Marking out, cut, Self-evaluation Nuclear Self-evaluation Self-evaluation Nuclear Self-evaluation Se |                       |                      |                     |                       |                     |                    |                     |                     |                     |                    |                |  |  |  |
|              | Mini assessment Light & Sofety Individual Vind Practical assemble a Next steps Mm/cm activity Kerf Dieces skills do I need sk |                       |                      |                     |                       |                     |                    |                     |                     |                     |                    |                |  |  |  |
|              |  | Health & Safety       | machines:            | Kerf                | woodworking           |                     | Treasure hunt      |                     | Manufacturing       |                     | in order to        | in order to    |  |  |  |
|              |  |                       |                      | <b>A</b> 111 11     | joint                 | Peer assessment     |                    | Cutting on the      | aids                | Assembly            | manufacture        | manufacture    |  |  |  |
|              |  | PRACTICAL             | Pillar drill         | Cutting on the      | DRACTICAL             |                     | Measurement        | waste side          |                     | Evaluation          | commercially       | commercially   |  |  |  |
| Term 3       |  | LESSON                | Belt sander          | waste side          | LESSON                |                     | equipment          | PRACTICAL           | PRACTICAL           | Peer                | products?          | products?      |  |  |  |
|              |  |                       |                      | PRACTICAL           |                       |                     | PRACTICAL          | LESSON              | LESSON              | assessment          |                    |                |  |  |  |
|              |  |                       | Students observed    | LESSON              |                       |                     | LESSON             |                     |                     |                     | Extended           | Extended       |  |  |  |
|              | PRACTICAL EXCITED AND AND AND AND AND AND AND AND AND AN   |                       |                      |                     |                       |                     |                    |                     |                     |                     |                    |                |  |  |  |
|              | LESSON assessment assessment   |                       |                      |                     |                       |                     |                    |                     |                     |                     |                    |                |  |  |  |
|              |  |                       | PRACTICAL            |                     |                       |                     |                    |                     |                     |                     |                    |                |  |  |  |
|              |  |                       | LESSON               |                     |                       |                     |                    |                     |                     |                     |                    |                |  |  |  |
|              |  |                       |                      |                     | Kev V                 | ocabulary/Co        | oncepts/idea       | s                   | -                   |                     |                    |                |  |  |  |
|              |  |                       |                      |                     |                       |                     |                    |                     |                     |                     |                    |                |  |  |  |
|              | - Properties, physic   | cal, working, elastic | ity, strength, hardh | ess, absorbency, d  | uctility, insulation, | materials, softwo   | od, nardwood, life | e cycle, coniferous | , deciduous, sustai | nable, manufactu    | red boards, pine,  | oak, beech,    |  |  |  |
|              | piywood, wiDF, ker   | r, marking out, nea   | ith & safety,        |                     |                       | 014.0               |                    |                     |                     |                     |                    |                |  |  |  |
|              |  |                       |                      |                     |                       | CIAG                |                    |                     |                     |                     |                    |                |  |  |  |
| - Linking cu | rriculum learning t  | o careers and rea     | al life              |                     |                       |                     |                    |                     |                     |                     |                    |                |  |  |  |
| - Encounter  | rs with employers  | and employees         |                      |                     |                       |                     |                    |                     |                     |                     |                    |                |  |  |  |
| - Experienc  | es of workplaces   |                       |                      |                     |                       |                     |                    |                     |                     |                     |                    |                |  |  |  |
| - Encounter  | rs with FE and HE  |                       |                      |                     |                       |                     |                    |                     |                     |                     |                    |                |  |  |  |
| - Personal a | guidance   |                       |                      |                     |                       |                     |                    |                     |                     |                     |                    |                |  |  |  |
| - Guest spe  | akers and/or prese   | entations             |                      |                     |                       |                     |                    |                     |                     |                     |                    |                |  |  |  |
| - Career see | ctor assemblies/vis  | sits                  |                      |                     |                       |                     |                    |                     |                     |                     |                    |                |  |  |  |
| - Year 9 car | eers 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     |

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     |
|------|----------------|---------------------------|---------------------|---------------------|---------------|-------------------------------|--------------------------|--------------------|-------------------------|-------------------------|-----------------|---------------------------|----------|--------|
| Term | Introduction   | Unit 1 AC1.1              | Links to unit 1     | Interleaving Unit 2 | Unit 1 AC1.3  | Unit 1 AC2.1                  | Unit 1 AC2.3             | Unit 1 AC3.1       | Unit 1 AC3.2            | Unit 2 AC1.1            | Unit 1 AC2.1    | Unit 2 AC1.2              | Unit 1   | Unit 1 |
| 1    | to the Course  | Summarise                 | ACI.2               | AC2.1               | Identify fire | Students to                   | Likelihood of            | Explain existing   | Identify risks to       | reminded of             | Informal        | To understand             | Revision | Mock   |
|      | Unit Structure | responsibilities          | Students are to     | Tour of workshop    | extinguishers | identify hazards              | risk<br>Soverity of rick | H&S control        | security in             | unit                    | Assessment      | & interpret               | Unit 1   | Exam   |
|      | Expectations   | legislation               | workshop            | introduce students  | different     | different                     | How risk is              | different          | different               | and                     | Hazards. risks  | information               |          | Рареі  |
|      | Folders/books  | -employers                |                     | to machinery used   | situations    | situations (AC                | measured                 | situations         | situations              | requirements            | and control     |                           |          |        |
|      |                | - Employees               | Identify safety     | Students to be able | - water,      | 2.1)                          |                          | (AC3.1)            | - tools                 |                         | measures        | Understanding             |          |        |
|      |                | HASAWA 1974               | signs used by       | to identify tools   | foam, dry     | - on/off site                 | Workshop                 | -method            | - Equipment             | Students are to         | signs & fire    | of documents              |          |        |
|      |                | - COSHH 2002              | industry (AC1.2)    | used in             | powder.       | superstructure.               | students to              | systems of work.   | belongings              | and interpret           | extiliguistiers | -<br>specifications       |          |        |
|      |                | - PUWER 1998              | - meanings of       | construction – tool | Student       | workshop,                     | identify risks           | work permits,      | - sensitive             | technical               |                 | - drawings                |          |        |
|      |                | - MHOR 1992               | colour coding       | ID sheet to be      | activity fire | office, travel.               | and hazards in           | competent          | information             | sources of              |                 | - building                |          |        |
|      |                | - PPER 1992               | - meanings of       | completed           | risk          |                               | the workshop             | persons, PPE.      | Describe                | information             |                 | regulations               |          |        |
|      |                | - WAHR 2005<br>- Ashestos | - meanings of signs | lindependently      | assessment    | describe the                  | (AC2.1)                  | Mini Assessment    | Describe<br>measures in | used in<br>construction |                 | - design brief            |          |        |
|      |                | 15565165                  | - naked flame       | construction tasks  | evacuation    | of hazards in                 | 5-step risk              | all topics to date | construction to         | projects                |                 | Students                  |          |        |
|      |                |                           | prohibited          | (AC2.1)             | plan          | different                     | assessment:              |                    | minimise risk to        | (AC1.1)                 |                 | should                    |          |        |
|      |                |                           | - pedestrians       | Discussion held     |               | situations                    | what is the              |                    | security                |                         |                 | understand                |          |        |
|      |                |                           | prohibited          | with students using | Describe the  | (AC2.2)                       | risk, level of           |                    | - measures              | Student                 |                 | and plan a                |          |        |
|      |                |                           | - foot protection   | develop             | HSE (AC 1.4)  | of effects                    | be                       |                    | employees and           | some technical          |                 | work to meet              |          |        |
|      |                |                           | - risk of fire      | understanding       | Student       | including                     | harmed/how,              |                    | employers.              | drawings and            |                 | requirements              |          |        |
|      |                |                           |                     |                     | activity      | physical,                     | control                  |                    |                         | asked to                |                 | of sources of             |          |        |
|      |                |                           | Student activity to | Informal            | research      | psychological,                | measure,                 |                    | Student                 | identify what           |                 | information               |          |        |
|      |                |                           | of words given      | Assessment          | answers to    | financial,<br>environmental   | (AC3 2)                  |                    | activity                | understand              |                 | (ACI.2).<br>Students will |          |        |
|      |                |                           | or words given      | H&S legislation     | given using   | self, others,                 | (AC3.2)                  |                    | activity                | understand.             |                 | be shown                  |          |        |
|      |                |                           |                     | 0                   | HSE gov       | employer,                     |                          |                    | Knowledge               | Teacher to              |                 | completed                 |          |        |
|      |                |                           |                     |                     | website       | community,                    |                          |                    | recall lesson           | then highlight          |                 | projects and              |          |        |
|      |                |                           |                     |                     |               | environment,                  |                          |                    | and fill in the         | key pieces of           |                 | plans                     |          |        |
|      |                |                           |                     |                     |               | users.                        |                          |                    | gaha                    | and discuss             |                 |                           |          |        |
|      |                |                           |                     |                     |               | Student activity              |                          |                    |                         | (such as                |                 |                           |          |        |
|      |                |                           |                     |                     |               | 'empathy' table               |                          |                    |                         | dimensions              |                 |                           |          |        |
|      |                |                           |                     |                     |               | and hazard                    |                          |                    |                         | and materials)          |                 |                           |          |        |
|      |                |                           |                     |                     |               | spectrum table                |                          |                    |                         | Students given          |                 |                           |          |        |
|      |                |                           |                     |                     |               | Tor section of                |                          |                    |                         | 'success                |                 |                           |          |        |
|      |                |                           |                     |                     |               | Whole class                   |                          |                    |                         | criteria' to then       |                 |                           |          |        |
|      |                |                           |                     |                     |               | feedback                      |                          |                    |                         | take into the           |                 |                           |          |        |
|      |                |                           |                     |                     |               | informal                      |                          |                    |                         | workshop and            |                 |                           |          |        |
|      |                |                           |                     |                     |               | assessment<br>H&S legislation |                          |                    |                         | produce work            |                 |                           |          |        |
|      |                |                           |                     |                     |               | rido legislation              |                          |                    |                         | as measuring.           |                 |                           |          |        |
|      |                |                           |                     |                     |               |                               |                          |                    |                         | cutting,                |                 |                           |          |        |
|      |                |                           |                     |                     |               |                               |                          |                    |                         | sanding lengths         |                 |                           |          |        |
|      |                |                           |                     |                     |               |                               |                          |                    |                         | of wood (RM             |                 |                           |          |        |
|      |                |                           |                     |                     |               |                               |                          |                    |                         | to refer to 'test       |                 |                           |          |        |
|      |                |                           |                     |                     |               |                               |                          |                    |                         | plate J.                |                 |                           |          |        |
|      |                |                           |                     |                     |               |                               |                          |                    |                         | HW to research          |                 |                           |          |        |
|      |                |                           |                     |                     |               |                               |                          |                    |                         | types of wood           |                 |                           |          |        |
|      |                |                           |                     |                     |               |                               |                          |                    |                         | joints                  |                 |                           |          |        |

## Key Vocabulary/Concepts/ideas

Health & Safety: HASAWA, RIDDOR, COSHH, PUWER, PPER, Asbestos, Regulations, Prohibition, Mandatory, Warning, Risk, Fire Extinguisher, HSE, Substructure, Control Measure

|       | 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    | Unit 3 AC1.3              | UNIT 2 (links with | Unit 1 recap | Unit 1 recap | Revision Unit 1 | Mock    |
|       |                     |                     |   |                         |                                  | Women's          |                           | UNIT 3) AC2.3      |              |              |                 | past    |
|       | Know job roles      | Describe            | Describe outputs of                     | Calculation of          | Understand                       | Day              | Describe outputs of       |                    | A3 Worksheet | A3 Worksheet |                 | Paper   |
|       | involved in         | responsibilities of | those involved in                       | materials required to   | how built                        | -                | those involved in         | Mock Brief of      | LO1          | LO2          |                 | Unit 1  |
|       | realising           | those involved in   | realising construction                  | complete construction   | environment                      | Students to      | realising                 | Extension project  |              |              |                 | Assessm |
| Taura | construction and    | construction        | projects (AC1.3)                        | tasks scenarios         | development                      | research         | construction              |                    |              |              |                 | ent     |
| Term  | built environment   | projects (AC1.2)    |   | - Area                  | projects are                     | famous           | projects (AC1.3)          | Calculation of     |              |              |                 |         |
| 2     | projects            |                     | - client's team (client,                | - Volume                | realised                         | women within     |                           | materials required |              |              |                 |         |
| _     |                     | Client, architect,  | architect, engineer,                    | - Time                  | Describe                         | the              | - client's team           | to complete        |              |              |                 |         |
|       | Describe activities | engineer, QS,       | quantity surveyor,                      | - Ratio                 | processes used                   | construction     | (client, architect,       | construction tasks |              |              |                 |         |
|       | of those involved   | project manager,    | project manager,                        | - Costs                 | in built                         | industry and     | engineer, quantity        | - Area             |              |              |                 |         |
|       | in construction     | designer, builder,  | designer)                               | - Perimeter             | environment                      | create a         | surveyor, project         | - Volume           |              |              |                 |         |
|       | projects (AC1.1)    | site engineer,      | - contractor's team                     |                         | development                      | PowerPoint to    | manager, designer)        | - Time             |              |              |                 |         |
|       |                     | safety officer,     | (builder/site engineer,                 | Calculate resources to  | projects (AC                     | present          | - contractor's team       | - Ratio            |              |              |                 |         |
|       | Client, architect,  | tradesperson,       | site supervisor, safety                 | meet requirements for   | 2.1)                             |                  | (builder/site             | - Costs            |              |              |                 |         |
|       | engineer, QS,       | specialist sub-     | officer, tradespersons,                 | built environment       |                                  | - facts          | engineer, site            | - Perimeter        |              |              |                 |         |
|       | project manager,    | contractors,        | specialist sub-                         | development projects    | - planning                       | - inspiration    | supervisor, safety        |                    |              |              |                 |         |
|       | designer, builder,  | building control    | contractors)                            | (AC2.2)                 | (design, project                 | - jobs roles     | officer,                  | Student activity   |              |              |                 |         |
|       | site engineer,      | inspector, town     | <ul> <li>statutory personnel</li> </ul> | area                    | planning,                        | and              | tradespersons,            | calculating basic  |              |              |                 |         |
|       | safety officer,     | planner, public     | (building inspector, town               | volume                  | procurement)                     | responsibilities | specialist sub-           | shapes and         |              |              |                 |         |
|       | tradesperson,       | health inspector,   | planner, public health                  | percentages             | <ul> <li>construction</li> </ul> |                  | contractors)              | progressing on to  |              |              |                 |         |
|       | specialist sub-     | administrator,      | inspector)                              | scaling                 | (secure site, site               | Unit 3 AC2.3     | - statutory               | scenarios and      |              |              |                 |         |
|       | contractors,        | finance officer,    | - general (administrator,               | best value              | clearance,                       |                  | personnel (building       | sketches and floor |              |              |                 |         |
|       | building control    | PLO, purchasing     | finance officer, public                 | Tolerances              | substructure,                    | Assess           | inspector, town           | plans.             |              |              |                 |         |
|       | inspector, town     | officer, caterer,   | liaison officer,                        | VAT                     | super-                           | potential        | planner, public           |                    |              |              |                 |         |
|       | planner, public     | security.           | purchasing/procurement                  | tender price            | structure)                       | effect of        | health inspector)         | Cross-curricular   |              |              |                 |         |
|       | health inspector,   |                     | officer, catering,                      | Resources               | - handover to                    | factors on       | - general                 | link to maths      |              |              |                 |         |
|       | administrator,      | Student activity to | security)                               | • plant                 | client                           | project          | (administrator,           | CNANDT             |              |              |                 |         |
|       | finance officer,    | create case         | - refurbishments                        | labour                  | (commissioning,                  | success          | finance officer,          | - SMART success    |              |              |                 |         |
|       | PLO, purchasing     | profiles for each   | - extensions                            | materials               | nandover)                        |                  | public liaison officer,   | criteria to be set |              |              |                 |         |
|       | officer, caterer,   | profession          | Superatio links, from unit              | Student estivity        | - maintenance                    |                  | purchasing/procure        | nor completion of  |              |              |                 |         |
|       | security.           |                     | 1 AC 1 1 Jography will                  | building on calculating |                                  |                  | ment oncer,               | Stop by stop guido |              |              |                 |         |
|       |                     |                     | ha gwara that Haalth                    | building on calculating |                                  |                  | rofurbichmonts            | given to students  |              |              |                 |         |
|       |                     |                     | and Safety is the                       | term and progressing    |                                  |                  | - returbisinnents         | tolerances         |              |              |                 |         |
|       |                     |                     | responsibility of all                   | on to scenarios and     |                                  |                  | extensions                | timescales quality |              |              |                 |         |
|       |                     |                     | employees and that                      | sketches and floor      |                                  |                  | Synontic links: from      | uncocales, quanty. |              |              |                 |         |
|       |                     |                     | employees also have                     | nlans                   |                                  |                  | unit 1 $\Delta C = 1 = 1$ | Unit 3 mini        |              |              |                 |         |
|       |                     |                     | significant                             | promot                  |                                  |                  | learners will be          | assessment         |              |              |                 |         |
|       |                     |                     | responsibilities. Certain               | Peer assessment         |                                  |                  | aware that Health         | abbebbillent       |              |              |                 |         |
|       |                     |                     | roles will have                         |                         |                                  |                  | and Safety is the         |                    |              |              |                 |         |
|       |                     |                     | heightened levels of                    | Cross-curricular link   |                                  |                  | responsibility of all     |                    |              |              |                 |         |
|       |                     |                     | responsibilities such as                | to maths                |                                  |                  | employees and that        |                    |              |              |                 |         |
|       |                     |                     | Site Managers. Safety                   |                         |                                  |                  | employers also have       |                    |              |              |                 |         |
|       |                     |                     | and Security impacts                    | - SMART success         |                                  |                  | significant               |                    |              |              |                 |         |
|       |                     |                     | upon all involved in                    | criteria to be set for  |                                  |                  | responsibilities.         |                    |              |              |                 |         |
|       |                     |                     | construction projects.                  | completion of project   |                                  |                  | Certain roles will        |                    |              |              |                 |         |
|       |                     |                     |   | (AC2.3)                 |                                  |                  | have heightened           |                    |              |              |                 |         |
|       |                     |                     | Links to unit 3                         | Step by step guide      |                                  |                  | levels of                 |                    |              |              |                 |         |
|       |                     |                     | AC3.1 sequence process                  | given to students –     |                                  |                  | responsibilities such     |                    |              |              |                 |         |
|       |                     |                     | to be followed.                         | tolerances, timescales, |                                  |                  | as Site Managers.         |                    |              |              |                 |         |
|       |                     |                     |   | quality.                |                                  |                  | Safety and Security       |                    |              |              |                 |         |
|       |                     |                     |   |                         |                                  |                  | impacts upon all          |                    |              |              |                 |         |
|       |                     |                     |   |                         |                                  |                  | involved in               |                    |              |              |                 |         |

|                        |  |  |   |   |   |                                | construction                                   |  |   |  |  |                                   |
|------------------------|--|--|---|---|---|--------------------------------|--|--|---|--|--|-----------------------------------|
|                        |  |  |   |   |   |                                | projects.                                      |  |   |  |  |                                   |
|                        |  |  |   |   | Key Voca  | bulary/Cond                    | epts/ideas                                     |  |   |  |  |                                   |
|                        | - Planning Constru   | ction Projects: Clier  | nt, Contractor, Personnel   | , Refurbishment, Exten  | sion, Job Roles, C  | alculations, Reso              | urces, Project Planni                          | ng, Gantt Charts, Sp   | readsheet, Cost, S  | uppliers, Drawings,  | Finances,  |                                   |
|                        | 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                             |
| Term<br>3              | <ul> <li>Planning Constru-<br/>WC 19/04</li> <li>Unit 2 AC2.1</li> <li>KS3 Practical<br/>Elements to<br/>support lost<br/>learning</li> <li>identify tools and<br/>equipment and<br/>processes used to<br/>complete<br/>construction<br/>project (AC2.1)<br/>requisition sheet<br/>examples to be<br/>completed which<br/>include tools,<br/>equipment,<br/>materials, PPE.</li> <li>Links to unit 3</li> <li>AC3.3 Use project<br/>Planning tools</li> <li>Bl'Object Practical<br/>linking to unit 1<br/>AC2.1, 2.2, 2.3</li> </ul> | Ction Projects: Clier<br>WC 26/04<br>Unit 2 AC3.2<br>KS3 Practical<br>Elements to<br>support lost<br>learning<br>Understand and<br>plan H&S aspects<br>prior to<br>commencing the<br>work<br>Student activity to<br>produce a<br>behavioural<br>change poster<br>Be able to<br>recommend H&S<br>control measures<br>in different<br>situations (AC3.2)<br>- locations,<br>changes in<br>practice,<br>equipment, scale,<br>individual/business<br>responsibilities<br>Bl'Object Practical<br>linking to unit 1<br>AC2.1, 2.2, 2.3 | <ul> <li>WC 03/05</li> <li>Unit 2 AC2.2</li> <li>KS3 Practical Elements<br/>to support lost learning</li> <li>be able to plan for<br/>construction projects.</li> <li>Step by step will be<br/>written as an extended<br/>writing piece on<br/>provided proforma<br/>including step, safety<br/>rule, tools used and<br/>timing.<br/>(practice – 1 hr timed)</li> <li>AC3.3 Use project<br/>Planning tools</li> <li>Bookends Practical<br/>Linking to Unit 3 AC2.2</li> </ul> | WC 10/05         Unit 2 AC2.2         KS3 Practical Elements<br>to support lost<br>learning         - be able to plan for<br>construction projects.         Step by step will be<br>written as an<br>extended writing<br>piece on provided<br>proforma including<br>step, safety rule, tools<br>used and timing.<br>(practice – 1 hr timed)         - understanding of<br>different materials<br>and characteristics         - textiles         - wood         - bricks         - plaster         - decoration         - tiles         - electrical         - plumbing         - heritage | sion, Job Roles, C<br>WC 17/05<br>Unit 2 AC1.1<br>KS3 Practical<br>Elements to<br>support lost<br>learning<br>Prepare for<br>construction<br>tasks<br>Materials<br>require:<br>Visual checks,<br>dimensional<br>checks,<br>organising<br>materials for<br>safety and<br>productivity,<br>setting out,<br>measuring and<br>accuracy,<br>marking out,<br>cutting and<br>safety<br>Practical<br>workshop<br>activities to<br>practice and<br>demonstrate<br>such skills – tick | WC 24/05<br>Unit 3<br>Revision | WC 07/06<br>Unit 3<br>Mock paper<br>Assessment | ng, Gantt Charts, Sp<br>WC 14/06<br>Unit 2 AC3.2<br>Prepare for<br>construction tasks<br>Materials require:<br>Visual checks,<br>dimensional<br>checks, organising<br>materials for<br>safety and<br>productivity,<br>setting out,<br>measuring and<br>accuracy, marking<br>out, cutting and<br>safety<br>Practical workshop<br>activities to<br>practice and<br>demonstrate such<br>skills – tick list to<br>complete and be<br>signed off<br>Links to Unit 3<br>AC3.2 Apportion<br>time to processes<br>Decorative Box<br>Practical Linking to<br>Unit 3 AC2.4 | readsheet, Cost, S<br>WC 21/06<br>Unit 2 AC2.4<br>Practical lesson<br>to produce<br>wood joint<br>(M&T) for<br>display to gain<br>practical skills<br>If time allows<br>students can<br>make box frame<br>with different<br>joints as a<br>practice run.<br>Decorative Box<br>Practical Linking<br>to Unit 3 AC2.4<br>Project<br>Evaluation | uppliers, Drawings,<br>WC 28/06<br>Unit 2 AC3.1<br>Apply H&S<br>practices in<br>completion of<br>construction tasks<br>- behavioural<br>safety techniques<br>- cleanliness<br>- prevention of<br>accidents<br>- safe working<br>practices<br>- correct use of<br>PPE<br>Student activity<br>discussions and<br>considerations on<br>various industrial<br>related<br>diseases/disorders<br>Shelf/ toothbrush<br>holder practical<br>Linking AC3.1,<br>3.2, 3.3, 3.4. | Imances,         05/07         Unit 2 AC3.1         Students to         understand how         to evaluate the         quality of         construction         tasks         Student activity         to watch video         demonstrations         and discuss         compliance for         tasks         Shelf/         toothbrush         holder practical         Linking AC3.1,         3.2, 3.3, 3.4.         Project         Evaluation | 12/07<br>Unit 2<br>Mop up<br>time |
|                        |  | Project Evaluation   |   | discuss/note how they<br>have been used as<br>part of brand images<br>Bookends Practical<br>Linking to Unit 3<br>AC2.2<br>Project Evaluation  | list to complete<br>and be signed<br>off<br>Picture Frame<br>Practical<br>Linking to Unit<br>1 AC1.1, 1.4,<br>2.3   |                                |  |  |   |  |  |                                   |
|                        |  |  |   |   | Key Voca  | bulary/Conc                    | ents/ideas                                     |  |   |  |  |                                   |
|                        | - Links to KS2 our   | iculum: Dosign roce  | arch exploration coluin   | a design problems mo  | delling specialist  | tools materials                | evaluate work of ot                            | hars investigate to  | ting enerification  | target market ma   | torial proportion  |                                   |
|                        | - LINKS LO KS3 CUPP  | iculum: Design, rese   | arch, exploration, solving  | g design problems, mod  | uening, specialist  | tools, materials,              | evaluate, work of ot                           | ners, investigate, tes   | sing, specification   | i, largel market, ma   | iterial properties.  |                                   |
|                        |  |  |   |   |   | CIAG                           |  |  |   |  |  |                                   |
| Possible<br>- Visits t | Events:<br>o FE College<br>Sector Assemblic  | ne/vicite  |   |   |   |                                |  |  |   |  |  |                                   |
| Caroor                 | Color Assemblie  | .5/ 415165   |   |   |   |                                |  |  |   |  |  |                                   |
| - career               | 5 FdII   |  |   |   |   |                                |  |  |   |  |  |                                   |
| - 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

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

|            |  |                       |                             |                                   | Кеу                         | Vocabulary/                 | Concepts/ide                | eas                         |   |                                     |                      |                     |  |  |
|------------|--|-----------------------|-----------------------------|-----------------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|---|-------------------------------------|----------------------|---------------------|--|--|
|            | - Practical Construction   | on Skills: Technical  | Sources, Symbols            | , conventions, speci              | fications, building         | g regulations, dra          | wings, design brie          | ef, plan, communio          | ation, timescale, sec                     | quences, health an                  | d safety, tools, equ | ipment, PPE,        |  |  |
|            | characteristics, limita  | itions, quanties, ca  | iculations, volume          | e, area, perimeter, ti            |                             | bierance, delects,          | mark out.                   | WC 01/02                    | N/C 00/02                                 | N/C 15/02                           | 22/02                | 20/02               |  |  |
|            | WC 4/01  | WC 11/01              | Unit 2 AC2.4                | WC 25/01                          | Unit 2 AC2.4                | Unit 2 AC2.4                | WC 22/02                    | Unit 2 AC2.4                | WC 08/03                                  | Unit 2 AC3.3                        | 22/03<br>Unit 1 & 3  | 29/03<br>Unit 1 & 3 |  |  |
|            | 011112   | 011112                | Unit 2 AC3.1                | Unit 2 AC3.1                      | Unit 2 AC3.1                | Unit 2 AC3.1                | Unit 2 AC3.1                | Unit 2 AC3.1                | Oline 2 Aco.o                             | onit 2 Aco.o                        | onit i d 5           | omeras              |  |  |
|            | Time plan<br>Plan for controlled   | Time plan<br>Plan for | Unit 2 AC3.2                | Unit 2 AC3.2                      | Unit 2 AC3.2                | Unit 2 AC3.2                | Unit 2 AC3.2                | Unit 2 AC3.2                | Controlled<br>Assessment                  | Controlled<br>Assessment            | Revision             | Revision            |  |  |
|            | assessment   | controlled            | Controlled                  | Controlled                        | Controlled                  | Controlled                  | Controlled                  | Controlled                  |   |                                     |                      |                     |  |  |
| Term       |  | assessment            | Assessment                  | Assessment                        | Assessment                  | Assessment                  | Assessment                  | Assessment                  | Evaluate quality of<br>construction tasks | Evaluate quality<br>of construction |                      |                     |  |  |
| 2          |  |                       | Prepare for<br>construction | Prepare for<br>construction tasks | Prepare for<br>construction | Prepare for<br>construction | Prepare for<br>construction | Prepare for<br>construction | Unit 1 & 3 Revision                       | tasks                               |                      |                     |  |  |
|            |  |                       | tasks                       |                                   | tasks                       | tasks                       | tasks                       | tasks                       |   | Unit 1 & 3                          |                      |                     |  |  |
|            |  |                       | - apply                     | - apply techniques                | - apply                     | - apply                     | - apply                     | - apply                     |   |                                     |                      |                     |  |  |
|            |  |                       | techniques in               | construction tasks                | techniques in               | techniques in               | techniques in               | techniques in               |   |                                     |                      |                     |  |  |
|            | completion of     - apply health and     completion of     completion of     completion of       construction     safety practices in     construction     construction     construction   |                       |                             |                                   |                             |                             |                             |                             |   |                                     |                      |                     |  |  |
|            | construction     safety practices in<br>tasks     construction     construction     construction       tasks     completion of     tasks     tasks     tasks     tasks   |                       |                             |                                   |                             |                             |                             |                             |   |                                     |                      |                     |  |  |
|            | tasks     completion of     tasks     tasks     tasks       - apply health     construction tasks     - apply health     - apply health     - apply health   |                       |                             |                                   |                             |                             |                             |                             |   |                                     |                      |                     |  |  |
|            | - apply health construction tasks - apply health and safety and safety - an |                       |                             |                                   |                             |                             |                             |                             |   |                                     |                      |                     |  |  |
|            | and safety  |                       |                             |                                   |                             |                             |                             |                             |   |                                     |                      |                     |  |  |
|            | practices in practices in practices in practices in practices in completion of complet |                       |                             |                                   |                             |                             |                             |                             |   |                                     |                      |                     |  |  |
|            | completion of<br>construction     completion of<br>construction     completion of<br>construction     completion of<br>construction     completion of<br>construction  |                       |                             |                                   |                             |                             |                             |                             |   |                                     |                      |                     |  |  |
|            | construction     construction     construction     construction       tasks     tasks     tasks     tasks  |                       |                             |                                   |                             |                             |                             |                             |   |                                     |                      |                     |  |  |
|            | tasks tasks tasks tasks tasks tasks  |                       |                             |                                   |                             |                             |                             |                             |   |                                     |                      |                     |  |  |
|            | 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.   |                       |                             |                                   |                             |                             |                             |                             |   |                                     |                      |                     |  |  |
|            | 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 1 & 3         Unit 1 &  |                       |                             |                                   |                             |                             |                             |                             |   |                                     |                      |                     |  |  |
|            | Offit I & 5 REVISION   | 01111 & 5             | 01111 & 5                   | 01111 & 5                         | 0111123                     | 01111 & 5                   | 01111 & 5                   | 01111 & 5                   |   |                                     |                      |                     |  |  |
|            | Unit 2 amendments if<br>required   | Revision              | Revision                    | Revision                          | Revision                    | Revision                    | Revision                    | Revision                    |   |                                     |                      |                     |  |  |
|            |  | Unit 2                | Unit 2                      | Unit 2                            |                             |                             | Unit 1 exam                 | Unit 1 exam                 |   |                                     |                      |                     |  |  |
|            |  | amendments if         | amendments if               | amendments if                     |                             |                             | Unit 3 exam                 | Unit 3 exam                 |   |                                     |                      |                     |  |  |
|            |  | required              | required                    | required                          |                             |                             |                             |                             |   |                                     |                      |                     |  |  |
| Term       |  |                       |                             |                                   | Кеу                         | Vocabulary/                 | Concepts/ide                | eas                         |   |                                     |                      |                     |  |  |
| 3          |  |                       |                             |                                   |                             |                             |                             |                             |   |                                     |                      |                     |  |  |
|            | ·  |                       |                             |                                   |                             | CIAG                        |                             |                             |   |                                     |                      |                     |  |  |
| Possible   | Events:  |                       |                             |                                   |                             |                             |                             |                             |   |                                     |                      |                     |  |  |
| Visits to  |  |                       |                             |                                   |                             |                             |                             |                             |   |                                     |                      |                     |  |  |
|            |  | - ** -                |                             |                                   |                             |                             |                             |                             |   |                                     |                      |                     |  |  |
| - Career s |  | SILS                  |                             |                                   |                             |                             |                             |                             |   |                                     |                      |                     |  |  |
| - Careers  | Fair   |                       |                             |                                   |                             |                             |                             |                             |   |                                     |                      |                     |  |  |
| - FE / HE  | Fairs  |                       |                             |                                   |                             |                             |                             |                             |   |                                     |                      |                     |  |  |
| - Subject  | Related 'Do Now's d  | uring National C      | areers Week                 |                                   |                             |                             |                             |                             |   |                                     |                      |                     |  |  |
| - Year 9 i | nternal taster session   | ns prior to option    | ns                          |                                   |                             |                             |                             |                             |   |                                     |                      |                     |  |  |
| - Workpl   | ace Visits (all years)   |                       |                             |                                   |                             |                             |                             |                             |   |                                     |                      |                     |  |  |
| - Employ   | er mentoring   |                       |                             |                                   |                             |                             |                             |                             |   |                                     |                      |                     |  |  |
| - 1-1 into | rviews with Careers  | Advisors              |                             |                                   |                             |                             |                             |                             |   |                                     |                      |                     |  |  |
| - Curricul | um links to employe  | rs                    |                             |                                   |                             |                             |                             |                             |   |                                     |                      |                     |  |  |
| - curricul | and miks to employe  | 13                    |                             |                                   |                             |                             |                             |                             |   |                                     |                      |                     |  |  |

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