Construction Unit Overview Year 10

Construction and the Built Environment is a Key Stage 4 only course designed for students who want to learn about the construction industry. Students are introduced to different trades and the range of career opportunities available within the sector. They will begin the course focusing on Unit 1 and an introduction to Health and Safety. This is a standalone KS4 course which does not directly link to KS3 DT and therefore there is no catch up required.

CTBE - Year 10 Autumn 1					
What are we learning?	**What knowledge, understanding and skills will we gain?**		**What does mastery look like?**	**How does this build on prior learning?**	**What additional resources are available?**
Unit 1 – Safety and security in construction.	Knowledge LO1Know health and safety legal requirements for working in the construction industry. LO4 Know how risks to security are minimised in construction. Understanding LO2Understand risks to health and safety in different situations. LO3 Understand how to minimise risks to health and safety.	Skills AC1.1 Summarise responsibilities of health and safety legislation. AC1.2 Identify safety signs used by construction industry. AC1.3 Identify fire extinguishers used in different situations. AC1.4 Describe role of the Health and Safety Executive. AC2.1 Identify hazards to health and safety in different situations. AC2.2Describe potential effects of hazards indifferent situations. AC2.3Explainthe risk of harm in different situations. AC3.1 Explain existing health and safety control measures in different situations. AC3.2Recommend health and safety control measures in different situations. AC4.1Identify risks to security in construction in different situations. AC4.2 Describe measures used in construction to minimise risk to security.	Situations ·On-site –substructure, superstructure·Off-site –workshop, office, travelling between sites. Effects·Physical·Psychological ·Financial ·Environmental. Who is affected·Self·Others working in the area·Employer·Local community·Environment·Users. Risk ·Likelihood ·Severity·How risk is measured. Control measures·Method statements·Safe systems of work·Work permits·Competent persons·PPE. Situations ·Locations ·Changes in work practice ·Equipment ·ScaleIndividual/business responsibilities. Security ·Of tools and equipment ·Personal belongings ·Sensitive information. Measures ·Used by employees·Used by employers.	Links to KS3 H&S learning.	Links to HSE website and industry links. Virtual visits to worksites. Videos from HSE.

CTBE - Year 10 Autumn 2					
What are we learning?	**What knowledge, understanding and skills will we gain?**		**What does mastery look like?**	**How does this build on prior learning?**	**What additional resources are available?**
Unit 1 – Safety and security in construction Unit 2 – Developing	Knowledge LO1Know health and safety legal requirements for working in the construction industry. LO4 Know how risks to security are minimised in construction. LO2 Know preparation requirements for construction tasks. Understanding LO3 Understand how to minimise risks to health and safety. LO2Understand risks to health and safety in different situations. Skills LO1 Be able to interpret technical information. LO3 Be able to use construction processes in completion of construction tasks.	Skills AC1.1Summarise responsibilities of health and safety legislation. AC1.2Identify safety signs used by construction industry. AC1.3Identify fire extinguishers used in different situations. AC1.4Describe role of the Health and Safety Executive. AC2.1 Identify hazards to health and safety in different situations. AC2.2Describe potential effects of hazards indifferent situations. AC2.3Explainthe risk of harm in different situations. AC3.1 Explain existing health and safety control measures in different situations. AC3.2Recommend health and safety control measures in different situations. AC4.1Identify risks to security in construction in different situations. AC4.2 Describe measures used in construction to minimise risk to security. AC1.1 Interpret technical sources of information.	Situations ·On-site –substructure, superstructure·Off-site –workshop, office, travelling between sites. Effects·Physical·Psychological ·Financial ·Environmental Who is affected·Self·Others working in the area·Employer·Local community·Environment·Users. Risk ·Likelihood ·Severity·How risk is measured. Control measures·Method statements·Safe systems of work·Work permits·Competent persons·PPE. Situations ·Locations ·Changes in work practice ·Equipment ·ScaleIndividual/business responsibilities. Security ·Of tools and equipment ·Personal belongings ·Sensitive information. Measures ·Used by employees·Used by employers. Accurately interprets required technical information from more than one type of source. Plans a detailed sequence of work which meets the requirements of the sources of information. The plan is mainly logical, showing knowledge of the processes to be followed and appropriate timescales. Comprehensively identifies and specifies all resources required to complete construction tasks. Accurately calculates all materials required to complete the construction tasks using standard	Recap on safety measures e.g. Signage, fire and working practices. Risk assessments used in KS3 – Basic introduction. Building to industrial RA management. CA x 5	

construction projects		AC1.2Plan sequence of work to meet requirements of sources of information. AC2.1Identify resources required to complete construction tasks. AC2.2Calculatematerials required to complete construction tasks. AC2.3 Set success criteria for completion of construction tasks. AC2.4 Prepare for construction tasks. AC3.1Apply techniques in completion of construction tasks. AC3.2Apply health and safety practices in completion of construction tasks. AC3.3Evaluatequality of construction tasks.	conventions and processes to complete all calculations. Identifies the success criteria for the completion of construction tasks from explicit and implicit information provided in the brief. All appropriate preparation tasks are completed effectively in a logical sequence. A range of techniques are used fluently and consistently in completion of all three specified tasks. All outcomes are within specification tolerances. Applies health and safety practices in completion of construction tasks independently. Evaluates the quality of construction tasks completed. Judgements are reasoned and equal consideration given to specification and success criteria.	Carpentry, Decorating (Yr10) Electrical (Yr10) Plumbing and Brickwork (Yr11) Each CA builds on the last. Best 3 to be submitted. Focus for this half term – Carpentry**.**	