Construction Curriculum Overview

Quotes

"*You can dream, create, design, and build the most wonderful place in the world. But it requires people to make the dream a reality*." – Walt Disney

Curriculum intent

- To have an aspirational, academic and creative curriculum for every individual, focusing on maximising excellence for all.
- To ensure every individual has the knowledge and cultural capital they need to succeed and be fully prepared for education, work and life beyond school.

Purpose

To provide realistic key transferable skills to drive employability at KS4. Based on using the WJEC specification as guidance, we design tasks that are realistic to the construction environment and progress our students' learning through extension tasks that go over and above basic requirements. At KS3, we aim to provide all students with a specific and progressive skills set and understanding so that they can make informed choices when they choose their options, as well as learn new skills that will support understanding in other curriculum areas (e.g., Science and DT).

We aim to provide all students, regardless of gender, ethnicity, or skill level, with a varied and in-depth knowledge of both required practical skills and safety legislation to enter the construction industry and provide the life skills that would present in day-to-day adulthood life. As well as the wider character skills of resilience, teamwork, learning from mistakes, etc and an intrinsic joy of creating.

We strive to ensure that there are sufficient spaces available for all those who wish to undertake Construction and to continue to provide excellent progression routes and industrial links for our students at post 16.

Students are encouraged to push themselves and aim high, and the quality of work and results supports this. They are given examples of success stories from ex-students who help drive the flight path from being ambitious to succeeding in their chosen field. The department supports the Gatsby benchmarks in that the local employment market reflects the need for construction skills at all levels. This is reflected in the diversity of abilities opting for the subject. The very way the teaching area is set up reflects the industry - even down to adjusted hours and timings for those opting at KS4.

The Construction curriculum is developed with students in mind, to give them the best possible learning experience and provide them with the employability skills required at post 16.

Key Stage Three Curriculum

Key Stage 3 features and summary

YEAR 7

Students will receive a Health and Safety induction at the start of their first lesson. They will learn about health and safety in the workplace and focus on the workshop environment in which they will be learning in. Students will identify a range of risks/hazards that have been deliberately set up for the task and explain why they feel they may be a risk and remedial measures that can be put in place. There will be a group activity whereby students can discuss their findings and elaborate on their ideas. Students will then create their own health and safety poster, drawing on their knowledge gained earlier in the lesson. Students will then progress to the practical element of the course.

Students will learn about the basic principles of joinery; they will then progress their knowledge of carpentry hand tools and safe usage to enable them to accurately measure, drill, and cut wood to specific sizes and dimensions. Students will also explore different methods of joining wood and evaluate strengths and weaknesses. When all practice sessions have been completed, students will utilise their acquired knowledge to create a mobile phone stand that they will then decorate and take home.

YEAR 8

Students will revisit the Health and Safety induction from Year 7 at the start of their rotation and further build on this key area of understanding in construction. The ideas of collective and individual responsibility is also highlighted in this introduction.

Students will then progress their knowledge of carpentry hand tools and safe usage to enable them to accurately measure and cut wood to specific sizes and dimensions. They will continue to explore different methods of joining wood and understand the relative advantages and disadvantages of different methods from an aesthetic and structural point of view. When all practice sessions have been completed, students will utilise their acquired knowledge to create a wooden photograph frame that they will then varnish and, if desired, take home.

YEAR 9

Year 9 Construction Skills is designed as a taster session to enrich students' knowledge in some of the disciplines of Construction to enable them to make a concerted choice when approaching their Options halfway through Year 9.

Students will receive a more in-depth Health and Safety induction at the start of their rotation due to the various areas being covered, such as Joinery, Electrics, and Plumbing. The link to 'on-site' rules and industry practice is also made explicit here, and construction site safety posters are looked at and reviewed.

Students will create a variety of wood joints measured and cut to specific sizes and dimensions, and join them without the use of screws or nails.

Students will then move on to learn how to wire a plug to British Standards and create a functioning one-way lighting circuit commonly found in the home, and test its functionality

Key Stage 3 Curriculum Map

Key Stage Four Curriculum

Key Stage 4 features and summary

YEAR 10 & 11 (Current Qualification - WJEC Level 1/2 Vocational Award in Construction and the Built Environment (Technical Award) - developed in collaboration with CITB and primarily designed for learners aged 14-16 who want to learn about the construction industry from the build perspective. It provides learners with a broad introduction to the different trades involved in the sector and the types of career opportunities available. Students will receive a Health and Safety induction at the start of the year and a course induction, detailing all requirements, structure, and expectations, and building on the work done in KS3.

During their final two years of study, students will progress through a selection of practical and written units covering areas such as Bricklaying, Plastering, Joinery, Plumbing, Electrical Installation, and Decorating. Students will learn a variety of highly sought-after construction skills that they can develop post-16 at college or apprenticeship training. Students will create practical assessment pieces per unit that, along with the written element and the external assessment, will contribute towards a final overall grade at the end of Year 11.

Key Stage 4 Curriculum Map

Assessment and Feedback (including exam board information)

What assessment and feedback will you see in Construction?

Assessments

Formative assessment is regularly carried out during all lessons, both at KS3 and 4. This assists students in progressing their skills and highlighting areas for development. At the end of an eight-week cycle in Years 7 and eight, students will complete a final assessed piece of work. Assessment will be based on skills learned and developed, where an individual has started from and progressed to. The accuracy of measuring, marking out, and cutting, and the final overall finish of the completed piece.

At KS4, formative assessment is carried out whilst students are progressing through their units, which will ultimately culminate in a final assessed piece that will be a summative assessment. Students will be provided with verbal feedback during the course of the lesson, allowing them to re-evaluate their written work and make alterations as necessary. Practical and written units are run and graded on an individual basis that will be indicated through the data reports on Arbor.

Exam Board

WJEC/EDUQAS

Useful information

Helpful links

Exam board specification

Extra-curricular opportunities

We run sessions at the end of the school day on most Tuesdays, Wednesdays and Thursdays, for students who may wish to catch up on missed work through being absent. We also regularly undertake community projects or assist with projects around the school grounds that students can engage in.

Homework

Homework will be set at appropriate times, when it is necessary and meaningful for students. Parents/carers will be notified when key work is expected. All work will be accessible via Google Classroom.

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