

Construction - Year 11

Term	Units of Study	Content	Assessment Objectives
Autumn 1 11A	<p>AC1.1 Summarise responsibilities of health and safety legislation</p> <p>AC1.2 Identify safety signs used by construction industry</p> <p>AC1.3 Identify fire extinguishers used in different situations</p> <p>AC1.4 Describe role of the Health and Safety Executive</p> <p>AC3.1 Apply techniques in completion of construction tasks</p> <p>AC3.2 Apply health and safety practices in completion of construction tasks</p>	<p>Responsibilities Of employees Of employers</p> <ul style="list-style-type: none"> • Legislation • Health and Safety at Work Act 1974 • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR) • Control of Substances Hazardous to Health Regulations 2002 (COSHH) • Provision and Use of Work Equipment Regulations 1998 (PUWER) • Manual Handling Operations Regulations 1992 • Personal Protective Equipment at Work Regulations 1992 (PPER) • Working at Heights Regulations 2005 • Asbestos <p>Safety signs</p> <ul style="list-style-type: none"> • Meanings of colour 	Know health and safety legal requirements for working in the construction industry

	<p>AC3.3 Evaluate quality of construction tasks</p>	<p>coding</p> <ul style="list-style-type: none"> • Meanings of sign shapes • Meanings of signs • Naked flames prohibited • Pedestrians prohibited • Head protection must be worn • Foot protection must be worn • Risk of fire • Risk of danger • First aid <p>Fire extinguishers</p> <ul style="list-style-type: none"> • Water • Foam • CO2 • Dry powder • Vaporising liquids • Wet chemical • Fire blanket <p>Role</p> <ul style="list-style-type: none"> • When in breach of legislation • Providing support and advice <p>Learners should be taught skills related to a minimum of three of the following techniques. The content provides examples of skills for</p>	<p>Be able to use construction processes in completion of construction tasks</p>
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		<p>each technique that could be taught. Skills should relate to refurbishment of a property.</p> <ul style="list-style-type: none">• Textiles e.g. pelmets, curtains, wall coverings• Wood e.g. hang a door, make a frame, attach a skirting-board, create a timber stud wall• Brick e.g. use wall connectors, cut bricks, create wall no higher than a metre, stretcher bond• Plaster e.g. apply plasterboard, skim• Decorate e.g. emulsion a surface, gloss a panel door, paper an internal corner or around a switch• Tiling e.g. floor and wall, patch repair• Electrical e.g. lighting, add a new socket• Plumbing e.g. waste and taps to a sink• Heritage skills e.g. dry stone wall, roofing (change material or patch)	
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		<ul style="list-style-type: none"> • These techniques should be taught in relation to the techniques selected from above • Removal and safe disposal of materials • Awareness and application of Health and Safety practices <p>Health and Safety</p> <ul style="list-style-type: none"> • Cleanliness and safety of work area • Safe working practices • Use of correct PPE <p>Evaluate</p> <ul style="list-style-type: none"> • Self-evaluation • Against specified tolerances • Against success criteria 	
<p>Autumn 2 11B</p>	<p>AC1.1 Summarise responsibilities of health and safety legislation</p> <p>AC1.2 Identify safety signs used by construction industry</p>	<p>Responsibilities Of employees Of employers</p> <ul style="list-style-type: none"> • Legislation • Health and Safety at Work Act 1974 • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 	<p>Know health and safety legal requirements for working in the construction industry</p>

	<p>AC1.3 Identify fire extinguishers used in different situations</p> <p>AC1.4 Describe role of the Health and Safety Executive</p> <p>AC3.1 Apply techniques in completion of construction tasks</p> <p>AC3.2 Apply health and safety practices in completion of construction tasks</p> <p>AC3.3 Evaluate quality of construction tasks</p>	<p>(RIDDOR)</p> <ul style="list-style-type: none"> • Control of Substances Hazardous to Health Regulations 2002 (COSHH) • Provision and Use of Work Equipment Regulations 1998 (PUWER) • Manual Handling Operations Regulations 1992 • Personal Protective Equipment at Work Regulations 1992 (PPER) • Working at Heights Regulations 2005 • Asbestos <p>Safety signs</p> <ul style="list-style-type: none"> • Meanings of colour coding • Meanings of sign shapes • Meanings of signs • Naked flames prohibited • Pedestrians prohibited • Head protection must be worn • Foot protection must be worn • Risk of fire • Risk of danger 	
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		<ul style="list-style-type: none"> • First aid <p>Fire extinguishers</p> <ul style="list-style-type: none"> • Water • Foam • CO2 • Dry powder • Vaporising liquids • Wet chemical • Fire blanket <p>Role</p> <ul style="list-style-type: none"> • When in breach of legislation • Providing support and advice <p>Learners should be taught skills related to a minimum of three of the following techniques. The content provides examples of skills for each technique that could be taught. Skills should relate to refurbishment of a property.</p> <ul style="list-style-type: none"> • Textiles e.g. pelmets, curtains, wall coverings • Wood e.g. hang a door, make a frame, attach a skirting-board, create a timber stud wall • Brick e.g. use wall connectors, cut bricks, create wall no higher 	<p>Be able to use construction processes in completion of construction tasks</p>
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		<p>than a metre, stretcher bond</p> <ul style="list-style-type: none">• Plaster e.g. apply plasterboard, skim• Decorate e.g. emulsion a surface, gloss a panel door, paper an internal corner or around a switch• Tiling e.g. floor and wall, patch repair• Electrical e.g. lighting, add a new socket• Plumbing e.g. waste and taps to a sink• Heritage skills e.g. dry stone wall, roofing (change material or patch) <ul style="list-style-type: none">• These techniques should be taught in relation to the techniques selected from above• Removal and safe disposal of materials• Awareness and application of Health and Safety practices <p>Health and Safety</p> <ul style="list-style-type: none">• Cleanliness and safety of work area	
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		<ul style="list-style-type: none"> • Safe working practices • Use of correct PPE <p>Evaluate</p> <ul style="list-style-type: none"> • Self-evaluation • Against specified tolerances • Against success criteria 	
<p>Spring 1 11A</p>	<p>AC2.1 Identify hazards to health and safety in different situations</p> <p>AC2.2 Describe potential effects of hazards in different situations</p> <p>AC2.3 Explain the risk of harm in two different situations</p> <p>AC3.1 Explain existing health and safety control measures in different situations</p> <p>AC3.2 Recommend health and safety control measures in different situations</p>	<p>Situations</p> <ul style="list-style-type: none"> • On-site – substructure, superstructure • Off-site – workshop, office, travelling between sites <p>Effects</p> <ul style="list-style-type: none"> • Physical • Psychological • Financial • Environmental <p>Who is affected</p> <ul style="list-style-type: none"> • Self • Others working in the area • Employer • Local community • Environment • Users <p>Risk</p>	<p>Understand risks to health and safety in different situations</p>

	<p>AC3.1 Apply techniques in completion of construction tasks</p> <p>AC3.2 Apply health and safety practices in completion of construction tasks</p> <p>AC3.3 Evaluate quality of construction tasks</p>	<ul style="list-style-type: none"> • Likelihood • Severity • How risk is measured <p>Control measures</p> <ul style="list-style-type: none"> • Method statements • Safe systems of work • Work permits • Competent persons • PPE <p>Situations</p> <ul style="list-style-type: none"> • Locations • Changes in work practice • Equipment • Scale <p>Individual/business responsibilities</p> <p>Learners should be taught skills related to a minimum of three of the following techniques. The content provides examples of skills for each technique that could be taught. Skills should relate to refurbishment of a property.</p> <ul style="list-style-type: none"> • Textiles e.g. pelmets, curtains, wall coverings • Wood e.g. hang a door, make a frame, 	<p>Understand how to minimise risks to health and safety</p> <p>Be able to use construction processes in completion of construction tasks</p>
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		<p>attach a skirting-board, create a timber stud wall</p> <ul style="list-style-type: none">• Brick e.g. use wall connectors, cut bricks, create wall no higher than a metre, stretcher bond• Plaster e.g. apply plasterboard, skim• Decorate e.g. emulsion a surface, gloss a panel door, paper an internal corner or around a switch• Tiling e.g. floor and wall, patch repair• Electrical e.g. lighting, add a new socket• Plumbing e.g. waste and taps to a sink• Heritage skills e.g. dry stone wall, roofing (change material or patch) <ul style="list-style-type: none">• These techniques should be taught in relation to the techniques selected from above• Removal and safe disposal of materials	
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		<ul style="list-style-type: none"> • Awareness and application of Health and Safety practices <p>Health and Safety</p> <ul style="list-style-type: none"> • Cleanliness and safety of work area • Safe working practices • Use of correct PPE <p>Evaluate</p> <ul style="list-style-type: none"> • Self-evaluation • Against specified tolerances • Against success criteria 	
<p>Spring 2 11B</p>	<p>AC4.1 Identify risks to security in construction in different situations</p> <p>AC4.2 Describe measures used in construction to minimise risk to security</p> <p>AC1.1 Interpret technical sources of information</p> <p>AC1.2 Plan sequence of work to meet requirements of</p>	<p>Security</p> <ul style="list-style-type: none"> • Of tools and equipment • Personal belongings • Sensitive information <p>Measures</p> <ul style="list-style-type: none"> • Used by employees • Used by employers <p>Interpret</p> <ul style="list-style-type: none"> • Symbols • Conventions • Terminology <p>Sources of information</p> <ul style="list-style-type: none"> • Specifications 	<p>Know how risks to security are minimised in construction</p> <p>Be able to interpret technical information</p>

	<p>sources of information</p> <p>AC2.1 Identify resources required to complete construction tasks</p> <p>AC2.2 Calculate materials required to complete construction tasks</p>	<ul style="list-style-type: none"> • Building regulations • Drawings • Design briefs <p>Sources of information</p> <ul style="list-style-type: none"> • Specifications • Drawings • Design briefs • Building regulations • Oral communication <p>Plan</p> <ul style="list-style-type: none"> • Timescales • Sequence • Health and Safety <p>Resources</p> <ul style="list-style-type: none"> • Tools • Equipment • PPE • Materials based on • Characteristics • Qualities • Sustainability • Limitations <p>Calculate</p> <ul style="list-style-type: none"> • Materials required • Volume • Area • Perimeter • Time 	<p>Know preparation requirements for construction tasks</p>
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<p>Summer 11A</p>	<p>AC1.1 Describe activities of those involved in construction projects</p> <p>AC1.2 Describe responsibilities of those involved in construction projects</p> <p>AC1.3 Describe outputs of those involved in realising construction projects</p> <p>AC2.1 Describe processes used in built environment development projects</p> <p>AC2.2 Calculate resources to meet requirements for built environment development projects</p> <p>AC2.3 Assess potential effect of factors on project success</p> <p>AC2.4 Interpret sources of</p>	<p>Those involved</p> <ul style="list-style-type: none"> • Client's team (client, architect, engineer, quantity surveyor, project manager, designer) • Contractor's team (builder/site engineer, site supervisor, safety officer, tradespersons, specialist sub-contractors) • Statutory personnel (building inspector, town planner, public health inspector) • General (administrator, finance officer, public liaison officer, purchasing/procurement officer, catering, security) <p>Construction projects</p> <ul style="list-style-type: none"> • Refurbishments • Extensions <p>Processes</p>	<p>Know job roles involved in realising construction and built environment projects</p> <p>Understand how built environment development projects are realised</p>

	information	<ul style="list-style-type: none">• Planning (design, project planning, procurement)• Construction (secure site, site clearance, substructure, superstructure)• Handover to client (commissioning, handover)• Maintenance <p>Calculate</p> <ul style="list-style-type: none">• Area• Volume• Percentages• Scaling• Best value• Tolerances• VAT• Tender price <p>Resources</p> <ul style="list-style-type: none">• Plant• Labour• Materials <p>Factors</p> <ul style="list-style-type: none">• Internal e.g. lack of qualified and certified key personnel, sourcing of finance, security	
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- External e.g. penalty clauses, weather conditions

Sources of information

- Drawings
- Catalogues
- Spreadsheets
- Suppliers material lists
- Specifications

<p>Summer 2 11B</p>	<p>AC2.1 Describe processes used in built environment development projects</p> <p>AC2.2 Calculate resources to meet requirements for built environment development project</p> <p>AC2.3 Assess potential effect of factors on project success</p> <p>AC2.4 Interpret sources of information</p>	<p>Processes</p> <ul style="list-style-type: none"> • Planning (design, project planning, procurement) • Construction (secure site, site clearance, substructure, superstructure) • Handover to client (commissioning, handover) • Maintenance <p>Calculate</p> <ul style="list-style-type: none"> • Area • Volume • Percentages • Scaling • Best value • Tolerances • VAT • Tender price <p>Resources</p> <ul style="list-style-type: none"> • Plant • Labour • Materials <p>Factors</p>	<p>Understand how built environment development projects are realised</p>

		<ul style="list-style-type: none">• Internal e.g. lack of qualified and certified key personnel, sourcing of finance, security• External e.g. penalty clauses, weather conditions <p>Sources of information</p> <ul style="list-style-type: none">• Drawings• Catalogues• Spreadsheets• Suppliers material lists• Specifications	