

Curriculum Overview – Year 10 Construction

Unit Title	Learning	How can parents best support?
<p>Preparing and Planning a Construction Task</p>	<p>Students will complete stages of the coursework booklet in preparing for the final practical outcome in Y11. The coursework will guide them through planning a construction task by covering key stages of the process. They will start by understanding how to identify sources of information and know why it is important to use different sources during a task. They will then develop an understanding of the order in which a job is complete, using their practical lessons to reinforce the concept. They will develop an understanding of the tools and materials involved in the construction trades, and how they are used in different settings. The final element of this stage will be to calculate the cost of a construction task using a scenario based on a full scale construction job. Students will then need to be able to set a series of success criteria to work towards when completing the task.</p>	<p>Parents can support by watching DIY shows such as DIY SOS so students can see first hand the stages of production in a contextualised setting. They can also allow students to be involved (where appropriate) in any DIY tasks at home over the course of the qualification so they can better understand the order in which jobs are completed.</p>

<p>Know Health and Safety and Legal Requirements</p>	<p>Students will be required to complete the unit booklet work for the designated tasks. They will need to be able to summarise the responsibilities of employers and employees and their associated roles. They will then need to know and understand the appropriate legislation linked to the construction industry, including 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 and asbestos. Students will then be made aware of the role of the Health and Safety Executive, and the part they play in keeping the construction industry safe. Students will then need to complete book work around the appropriate identification of safety signs in the construction industry. Considering shape, colour and meaning. The final stage of this section will be understanding the correct fire extinguishers associated with different situations.</p>	<p>Parents can encourage their child to engage in discussions with trades people within the family/friendship groups or wider community. Have them ask questions about what they do, why they do it and how much they can earn.</p>
--	--	---

<p>Understand Risks to Health and Safety in Construction, and How to Minimise These Risks</p>	<p>Students will be required to complete bookwork on identifying hazards in different situations both on and off site. Students will be able to identify potential hazards and the associated risks. Students will then describe the potential effects of the hazards on people, places and the local environment in a physical, psychological and financial sense. Following on from this, students will be able to explain the risk of harm in different situations based on the hazards. They will be able to differentiate the likelihood of harm, the severity and how they are measured.</p> <p>Students will then be made aware of ways to minimise these risks by explaining control measures in construction tasks, including method statements, safe systems of work, work permits, competent persons, and PPE. Students will then be able to differentiate and apply these control measures in different situations such as locations, changes in work practice, equipment, scale and individual/business responsibilities.</p>	<p>Parents can engage in discussions around how poor maintenance can affect the local community. They can discuss how vandalism can have an impact on the wellbeing of their communities.</p>
<p>Minimising Risk to Security in Construction</p>	<p>Continuing with the theme of identification of risk, students will start to identify risks to security in the construction site including that of tools, personal belongings and sensitive data. The final task will be to describe measures taken to minimise the risk of security breaches to both employers and employees.</p>	<p>Students should be encouraged at home to complete small practical tasks and record them as part of their ongoing evidence.</p>

