



#### Year 11 Overview

The year 11 students will be completing two units of work this academic year. One internally assed piece of practical and theory work for the external examination. The three units of work are as follows.

#### Unit 1 Construction Technology

This is a mandatory unit which the students must complete which will be externally assessed.

This unit will initially examine the different forms of construction that can be used for low-rise (up to 5.2 metres in height) offices, retail units and homes. The use of prefabrication to construct buildings is now a sustainable method used to build quickly and reduce damage to the environment. You will examine the modern methods of construction that rely heavily on offsite prefabrication, which benefits the environment sustainably.

#### Learning aims

- A understand the structural performance required for low-rise construction
- B explore how sub-structures are constructed
- C explore how superstructures are constructed.

#### Unit 2 Scientific and Mathematical Applications for Construction

This is a mandatory unit which the students must complete which will be internally assessed.

This unit aims to develop the students understanding of the science and mathematics used in construction projects. It will help them to develop the mathematical and scientific skills needed to solve a variety of construction problems.

The content of the unit has been designed to focus specifically on concepts that will be clearly and immediately useful to the students when undertaking constructionrelated activities. They will be able to appreciate the importance of these concepts to the construction industry and be much better placed to apply them in a wide vocational context.

#### Learning Aims

- A understand the effects of forces and temperature changes on materials used in construction
- **B** use mathematical techniques to solve construction problems.

#### **Unit 3 Construction and Design**

On completing this unit, the students will understand what the construction industry undertakes in terms of the different types of buildings and structures it designs and builds. They will learn how client briefs can be developed by analysing the client's requirements for the building and considering the external constraints on development. The students will also gain an understanding of the different types of construction activities that take place within the industry, from new build through to the refurbishment of existing older buildings. The contribution that construction makes to the UK built environment and the economy cannot be overestimated in terms of health and safety, design, wealth and comfort.

#### Learning Aims

- A understand the work of the construction industry
- B understand a client's needs to develop a design brief for a low-rise building





Autumn 01 2022 Weeks 1 – 7 (7 weeks) OCTOBER HALF TERM	Autumn 02 2022 Weeks 8 – 15 (7 weeks) CHRISTMAS	Spring 01 2023 Week 16- 22 (7 weeks) FEBRUARY HALF TERM
Content	Content	Content
Unit 1 Construction Technology	Unit 1 Construction Technology	Unit 1 Construction Technology
Learning aims	Learning aims	Learning aims
<ul> <li>A understand the structural performance required for low-rise construction</li> <li>B explore how sub-structures are constructed</li> <li>C explore how superstructures are constructed</li> </ul>	<ul> <li>A understand the structural performance required for low-rise construction</li> <li>B explore how sub-structures are constructed</li> <li>C explore how superstructures are constructed</li> </ul>	<ul> <li>A understand the structural performance required for low-rise construction</li> <li>B explore how sub-structures are constructed</li> <li>C explore how superstructures are constructed</li> </ul>
<b>Unit 2</b> Scientific and Mathematical Applications for Construction	Unit 3 Construction and Design	<b>Unit 2</b> Scientific and Mathematical Applications for Construction
Learning Aims	Topic A.1 The construction industry and the built	Learning Aims
A understand the effects of forces and temperature changes on materials used in construction B use mathematical techniques to solve construction problems. Unit 3 Topic B.1 Understanding a client's needs Understanding the client's needs in terms of – • Sustainability: materials thermal efficiency alternative energies orientation carbon footprint. • Building use: preidential	<ul> <li>environment</li> <li>Understand how the construction industry contributes to and impacts on wider society including:</li> <li>The design of attractive, aesthetically pleasing structures and buildings that make our built environment pleasant to live in: designing for appearance and aesthetics designing for sustainability designing for functionality designing for occupant and public safety.</li> <li>The contribution to the infrastructure of the built environment in terms of: roads drainage</li> </ul>	A understand the effects of forces and temperature changes on materials used in construction B use mathematical techniques to solve construction problems. Unit 3 Construction and Design Learning Aims Topic A.1 The construction industry and the built environment Understand how the construction industry contributes to and impacts on wider society including: • The design of attractive, aesthetically pleasing structures and buildings that make
communal space retail	provision of services (gas, electricity, water and communication technology)	our built environment pleasant to live in: designing for appearance and aesthetics designing for sustainability





industrial.	flood defences.	designing for functionality
Accommodation:	• The inclusion of the community in terms of:	designing for occupant and public safety.
rooms	housing	• The contribution to the infrastructure of the built
size	green spaces	environment in terms of:
function	transport hubs	roads
space	employment opportunities	drainage
orientation	security.	provision of services (gas, electricity, water and
floors.	<ul> <li>The economic benefits and employment</li> </ul>	communication technology)
• Style and aesthetics:	opportunities that construction brings,	flood defences.
external	develops and maintains in terms of:	• The inclusion of the community in terms of:
street scene	jobs and careers	housing
internal	wealth generated by property and land development	green spaces
style	regeneration of inner-city areas.	transport hubs
preferred materials	<ul> <li>Consideration of the benefits that the construction</li> </ul>	employment opportunities
mood boards	sector brings to:	security.
colours.	the built environment	<ul> <li>The economic benefits and employment</li> </ul>
Topic B.3 Production of a client brief for a low-rise	the local community	opportunities that construction brings,
building	the UK as a whole.	develops and maintains in terms of:
Using the analysis of needs and constraints, produce a		jobs and careers
client brief that will aid the		wealth generated by property and land development
development of appropriate design solutions:		regeneration of inner-city areas.
<ul> <li>existing situation</li> </ul>		<ul> <li>Consideration of the benefits that the construction</li> </ul>
<ul> <li>project requirements</li> </ul>		sector brings to:
• budget		the built environment
<ul> <li>design factors and constraints</li> </ul>		the local community
<ul> <li>specification for internal and external features</li> </ul>		the UK as a whole.
<ul> <li>mood board</li> </ul>		
• end users.		UNIT 3 C
		Topic C.1 Generation of initial sketch ideas to facilitate
	Skills:	development of the
Skills:		final design solution
		<ul> <li>Initial sketch ideas in response to the client brief:</li> </ul>
		freehand sketching floor plans to approximate scale





		freehand sketching external views in one- or two-point perspective concept ideas for external appearance concept ideas for internal layout. • Client approval and review of ideas against the client brief: review of the ideas against the client brief client feedback and concept selection. • Responding to client feedback: amend and refine ideas to produce sketches for the final concept or a 3D CAD model for the final concept addition of annotations to communicate construction form and type. • Initial calculation to design solution: areas volumes loading waste material budget and cost sustainability calculations. <b>Skills:</b>
Assessment Objectives	Assessment Objectives	Assessment Objectives
This is the knowledge, application and skills	This is the knowledge, application and skills	This is the knowledge, application and skills
assessed by the	assessed by	assessed by the
Progress check Unit 1	PPE/BT1 Unit 1	Mini test 3
Mini test 1	Mini Test 2	Class feedback sheets to be completed based on
Class feedback sheets to be completed based on	Class feedback sheets to be completed based on	the skills covered during the unit of work. This is to
the skills covered during the unit of work. This is to	the skills covered during the unit of work. This is to	





raise and rectify all the misconceptions, so students perform better Attitude to Learning (ATL) - Data capture raise and rectify all the misconceptions, so students perform better Attitude to Learning (ATL) - Data capture

raise and rectify all the misconceptions, so students perform better Attitude to Learning (ATL) & Big test % - Data capture

Spring 02	Summer 01	Summer 02
Weeks 23 – 27 (5 weeks)	Weeks 28 – 33 (6 weeks)	Weeks 34 – 40 (7 weeks)
EASTER	WHIT	
Content	Content	Content
UNIT 1 Construction Design	UNIT 1 Construction Design	Topic B.3
The students will continue to look at the theory	The students will continue to look at the theory	Production of a client brief for a low-rise building
towards this unit and reflect on work already covered.	towards this unit and reflect on work already covered.	Using the analysis of needs and constraints, produce a
<ul> <li>A understand the structural performance</li> </ul>	<ul> <li>A understand the structural performance</li> </ul>	client brief that will aid the
required for low-rise construction	required for low-rise construction	development of appropriate design solutions:
B explore how sub-structures are constructed	<ul> <li>B explore how sub-structures are constructed</li> </ul>	<ul> <li>existing situation</li> </ul>
C explore how superstructures are constructed	C explore how superstructures are constructed	<ul> <li>project requirements</li> </ul>
		• budget
UNIT 3 A	UNIT 3 B	<ul> <li>design factors and constraints</li> </ul>
Topic A.2 The type of activities undertaken in the	Topic B.2 Understanding the constraints on design	<ul> <li>specification for internal and external features</li> </ul>
construction industry	The client and design team will need to consider other	mood board
Know the range of work that the construction industry	influences and constraints on	• end users.
undertakes including:	design to include –	Skills:
<ul> <li>Civil engineering, infrastructure works including</li> </ul>	Resources:	
railways, motorways, roads, bridges,	budget	
airports, service distribution, sewers, tunnels, sea	<ul> <li>initial costs and life cycle costs</li> </ul>	
defences, flood defences, river and	<ul> <li>market positioning</li> </ul>	
harbour works, renewable energies	<ul> <li>level of specification</li> </ul>	
<ul> <li>Industrial: factories, workshops, industrial estates,</li> </ul>	<ul> <li>specialist skills required</li> </ul>	
warehousing	site	
• Residential: private housing, apartments, sheltered	– area	
housing, social housing	– location	
• Commercial: banks, offices, business parks	– access	
What needs to be learnt	– services	
• Retail: shops, retail shopping parks, shopping centres	building	





• Health: hospitals, clinics, health centres, doctors'- sizesurgeries- size• Education: schools, colleges, universities, training- materials• Centres- sustainability.• Leisure and recreation: leisure centres, clinemasIocal planning and building control requirements:synthesisIocal planning and building regulations• Activities: design and construction of building, engulationsIocal needs• Activities: design and construction of infrastructure works, refurbishment ofHeight• Activities: design and construction of infrastructure works, refurbishment ofHeight• Adtivities: damagement.Tortuctural form• Adtivities: damagement.Community consultations• Durit 3 COrmanuity consultations• Initial sketch ideas to response to the client brief.Trescales:• Initial sketch ideas in seponse to the client brief.Sillis:• Freehand sketching floor plans to approximate scale freehand sketching foor plans to approximate scale refered as for internal paperanceSillis:• Concret ideas for internal appearanceSillis:• Concret ideas for internal papearanceSillis:• Client approval and review of ideas against the client trief.Sillis• Responding to client freidsk: mand and refine ideas to produce sketches for the final concept or a3D CADSillis• Responding to client freidsk: mand and refine ideas to produce sketches for the final concept or a3D CADSillis• Mediu final concept addition of annotations to communitic construction final concept or a3D CADSillis<			
surgeries- structural formEducation: schools, colleges, universities, training centres- materials - sustainability.Leisure and recreation: leisure centres, cinemas, symming pools, stadiums, spots facilitiesLocal planning and building control requirements: building regulationssynteming pools, stadiums, spots facilitiesbuilding regulationsactivities: design and construction of buildings and structures, design and constructure works, refurbishment of heightbuilding regulationsand maintenance of building, estates management, facilities management.structural form adensity community consultationsUNIT 3 C Topic C.1 Generation of initial sketch ideas to facilitiesTimescales: completion date completion datefreehand sketching estornal appearance concept ideas for internal appearance concept ideas for internal appearance concept ideas for internal appearance concept ideas for internal appearance concept ideas to route sketches for the final concept very of ideas against the client brief- if- client freeback: amend and refine ideas to produce sketches for the final concept or a 3D CAD model for the final concept or a 3D CAD model for the final concept or a 3D CADsketching estornal construction sketching estornal produce sketching estornal produce sketches for the density is a induced sketches for the final concept or a 3D CAD model for the final concept or a 3D CAD model for the fi	Health: hospitals, clinics, health centres, doctors'	– size	
• Education: schools, colleges, universities, training centres- materials - sustainability.Leisure and recreation: leisure centres, cinemas, swimming pools, stadiums, sports facilitiesLocal planing and building control requirements:Jocal planlocal needsstructures, design and constructure ords, refurbishment of existing building, equalationslocal needsstructures, design and constructure works, refurbishment of heightheightand maintenance of building, estates management, facilities management.structural form density comunity consultationsUNIT 3 C Topic C.1 Generation of initial sketch ideas to facilitate development of the treehand sketching foor plans to approximate scale freehand sketching foor plans to approximate scale freehand sketching external views in one- or two-point perspective concept ideas for internal layout.Skills:• Client approval and review of ideas against the client tref. review of the ideas against the client brief. ifind lecing or of a structure.Skills:• Responding to client feedback: amend and arterine flex structure.Height metala structure.• Responding to client feedback: amend and refine ideas to produce sketches for the final concept or a 3D CAD model for the final concept or a 3D CADSkills• Responding to client feedback: amend and refine ideas to produce constructionHeight metala sketching to approximate construction if a concept or a 3D CAD• Responding to client feedback: amend and refine ideas to produce constructionHeight schere steletion.• Responding to client feedback: amend and refine ideas to produce sherthore final c	surgeries	– structural form	
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addition of annotations to communicate construction form and type.	model for the final concept		
form and type.	addition of annotations to communicate construction		
	form and type.		





<ul> <li>Initial calculation to design solution:</li> </ul>		
areas		
volumes		
loading		
waste		
material		
budget and cost		
sustainability calculations.		
Skills:		
Assessment Objectives	Assessment Objectives	Assessment Objectives
This is the knowledge, application and skills	This is the knowledge, application and skills	This is the knowledge, application and skills
assessed by the	assessed by	assessed by
PPE BT 2		
	Mini Test 5:	Mini Test 6:
Mini test 4	Mini Test 5: Class feedback sheets to be completed based on	Mini Test 6: Class feedback sheets to be completed based on
Mini test 4 Class feedback sheets to be completed based on	Mini Test 5: Class feedback sheets to be completed based on the skills covered during the unit of work. This is to	Mini Test 6: Class feedback sheets to be completed based on the skills covered during the unit of work. This is to
Mini test 4 Class feedback sheets to be completed based on the skills covered during the unit of work. This is to	Mini Test 5: Class feedback sheets to be completed based on the skills covered during the unit of work. This is to raise and rectify all the misconceptions, so	Mini Test 6: Class feedback sheets to be completed based on the skills covered during the unit of work. This is to raise and rectify all the misconceptions, so
Mini test 4 Class feedback sheets to be completed based on the skills covered during the unit of work. This is to raise and rectify all the misconceptions, so	Mini Test 5: Class feedback sheets to be completed based on the skills covered during the unit of work. This is to raise and rectify all the misconceptions, so students perform better	Mini Test 6: Class feedback sheets to be completed based on the skills covered during the unit of work. This is to raise and rectify all the misconceptions, so students perform better
Mini test 4 Class feedback sheets to be completed based on the skills covered during the unit of work. This is to raise and rectify all the misconceptions, so students perform better	Mini Test 5: Class feedback sheets to be completed based on the skills covered during the unit of work. This is to raise and rectify all the misconceptions, so students perform better Attitude to Learning (ATL) - Data capture	Mini Test 6: Class feedback sheets to be completed based on the skills covered during the unit of work. This is to raise and rectify all the misconceptions, so students perform better Attitude to Learning (ATL) - Data capture