ST GEORGE'S SCHOOL
A CHURCH OF ENGLAND ACADEMY

Construction Curriculum

Construction Curriculum Philosophy

The Construction department at St. George's is dedicated to upholding the values of dignity, hope, community, wisdom, humility, and kindness while empowering pupils to create functional and innovative structures. We aim to instil a sense of purpose and responsibility through hands-on learning experiences, fostering a community of skilled, creative problem-solvers. By balancing technical expertise with humility and wisdom, we cultivate a deep respect for the design process, materials and the impact of construction on society. Through this, our pupils develop a God-centred perspective, recognising the dignity and worth in all things created.

Construction is a practical and valuable subject which enables every learner to actively contribute to the creativity, culture, and well-being of themselves, their St George's family, and their community. Construction teaches and encourages learners to take creative, well-judged risks, and therefore become more resourceful, resilient, innovative, enterprising and capable. Learners develop a critical understanding of the impact Construction can have on daily life and the wider world. Additionally, our subject provides excellent opportunities for learners to develop and apply valued judgements of an aesthetic, economic, moral, social, and technical nature - both in their own designing, but also when evaluating the work of others. Our hope is that all learners will enjoy the experience of this curriculum area through their entire learning journey at St George's. The scriptures teach us that God created all things and that we are created in God's image. Some learners will find that being creative and constructive gives them the opportunity to connect with the divine in a special way. Learners in KS3 have the opportunity to tackle a range of projects; each project in KS3 has a specific Construction focus, specifically chosen to develop and enhance the learning and understanding of a modern Construction curriculum. KS4 provides learners with an opportunity to continue their Construction studies, and we offer a very engaging and practical curriculum to study a BTEC Tech Award in Construction and the Built Environment - this widens pupils' aspirations towards entering the world of work and following a career in the construction sector.

In order to achieve a true understanding of Construction, topics have been intelligently sequenced based on the following rationale:

- The curriculum is designed to nurture the very best Construction learners and to equip them with the appropriate knowledge and skills needed to develop their employability.
- The curriculum's underlying rationale is that learners work collaboratively and think independently when engaging in all lessons and class projects. Through teacher demonstrations, we encourage our learners to demonstrate manners, respect and tolerance in lessons. This allows learners to express themselves in a confident manner. Lesson materials are practical to promote skills development.
- We use all available practical resources and teaching strategies to ensure that learners have a comprehensive knowledge of the specification and are capable of going beyond what is taught in lessons.
- Knowledge underpins and enables application of skills; both are entwined. Content is delivered to learners and then built upon through a variety of practical applications.
- Learners have to produce final projects.

The Construction curriculum will address social disadvantage by addressing gaps in learners' knowledge and skills:

- The curriculum and provision of Construction will support disadvantaged learners across KS4 by ensuring wide ranges of businesses are shown from diverse backgrounds.
- The Construction curriculum is inclusive of all learners no matter their circumstances, social setting, cultural or religious beliefs, gender, sex or race.
- Reference material will be differentiated to support learners in their development of knowledge and SEND learners will be given the opportunity to complete projects in relation to their needs.

We fully believe Construction can contribute to the personal development of learners at St George's:

- Learners will be encouraged to develop socially in Construction lessons through the celebration of making mistakes and the setting of high expectations helping learners to develop listening and speaking skills. Self-awareness is developed through self-assessment, which enables learners to have an accurate understanding of their strengths and weaknesses, to accept them and then understand how to learn from them. This explicit focus on resilience when facing practical difficulties, accountability for one's own work, and constructive self-reflection directly underpins our learners' character development.
- A variety of issues, for example new techniques and legislation, drive the requirements for professional development. Learners will have the opportunity to consider these issues and explore how they impact on their own discipline and the industry in general. Engaging with these complex, evolving industry challenges links directly to critical thinking and decision-making, training learners to weigh safety, legal compliance, and technical variables to form sound, objective judgements in real-world scenarios.

- The subject provides a vital framework for understanding the importance of safety, security, and professional ethics. This rigorous commitment to safe practice, legal responsibility, and ethical craftsmanship naturally links to our core Christian values, fostering a deep sense of community responsibility, accountability, and mutual respect for the welfare of others, whilst encouraging every student to take pride in developing their practical, God-given talents.

Through all key stages, our belief is that exam preparation, practice and home learning revision should be interleaved with revisited powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of tasks, from low-stakes quizzing to extended practice.

Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that learners are exposed to:

- This subject will give learners the opportunity to understand the skills and attributes necessary for employment, the need for professional ethics and professional development, and current issues that impact on professional practice. It gives learners a broad introduction to the different trades involved in the sector, the importance of safety and security, and the types of career opportunities available within the construction industry while taking on assignments and examinations during their KS4 journey. These experiences explicitly develop critical employability skills, including spatial reasoning, technical accuracy, collaborative teamwork, project management, and a robust understanding of workplace health and safety legislation.
- Our Construction course prepares pupils for post-16 education, equipping them for university life and careers in the professional construction sector. This grounding prepares learners for specific education routes and courses, including Level 1, 2, and 3 NVQs/VRQs, T-Levels in Design, Surveying and Planning or On-site Construction, and higher education degree pathways in Civil Engineering, Construction Management, and Quantity Surveying, alongside modern higher and degree apprenticeships with local employers.
- A broad range of different careers is available across the construction industry, a major employment sector in the UK. Learners will have the opportunity to explore the wide variety of careers that are available in the industry, the need for professional development and the issues that impact on professional development. This option would be highly engaging for learners interested in building management, architecture or a range of opportunities the construction industry can offer, including civil engineering, quantity surveying, project management, building inspection, and skilled trades such as carpentry, plumbing, and electrical installation.

A true love of Construction involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure learners are well prepared to be successful in BTEC assignments and examinations:

- To be successful it is essential to know much more than the BTEC specification. Learners are exposed to additional and highly relevant knowledge of cultural, historical and political impacts of the construction industry – knowledge that they may otherwise not encounter.

Curriculum Sequencing

All children are entitled to a curriculum and to the powerful knowledge that will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Year 9 through to Year 11, in order to equip pupils with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

Unit Sequencing		
Year 9	**Carousel**	Advanced woodworking construction techniques and construction technology
Year 10	**Term 1**	Component 2 – Construction in Practice – component delivery
	Term 2	Component 2 – Construction in Practice – component delivery and PSA assessment activity
	Term 3	Component 3 – Construction and Design – component delivery
Y 11	**Term 1**	Component 3 - Construction and Design – refresher and PSA assessment activity
	Term 2	Component 1 – Construction Technology – component delivery
	Term 3	Component 1 – Construction Technology – exam preparation and external assessment