



## 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 students** 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 students 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**. Learners work on individual projects as well as working in project teams to again develop their leadership and **team building skills**. **KS4** provides learners with an opportunity to continue their Construction studies, and we offer a **very engaging** and **practical curriculum** to study for a **BTEC Tech Award in Construction and the Built Environment** – this widens **students' 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 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**.
- 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.

At KS3 and KS4, our belief is that homework should be an interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low-stakes quizzing and 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:

- 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 subject 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.
- Our Construction prepares students for **post 16 education**, equipping them for **university life** and **careers** in the **professional construction sector**. This option would be **highly engaging** for learners interested in **building management**, **architecture** or a **range of opportunities** the construction industry can offer.

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 following Design and Technology in Key Stage 3, in order to equip students 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.

|         | Sequencing  |
|---------|---|
| Year 10 | Component 2 – Construction in Practice – component delivery                             |
|         | Component 2 – Construction in Practice – component delivery and PSA assessment activity |
|         | Component 3 – Construction and Design – component delivery                              |
| Y 11    | Component 3 – Construction and Design – refresher and PSA assessment activity           |
|         | Component 1 – Construction Technology – component delivery                              |
|         | Component 1 – Construction Technology – exam preparation and external assessment        |