

Curriculum Progression Map KS3 2021 - 2022

	Term 1 – 7 weeks Split 1	Term 2 – 7 weeks Split 2	Term 3 – 6 weeks Split 1	Term 4 – 6 weeks Split 2	Term 5 – 6 weeks Split1	Term 6 – 7 weeks Split 2
Year 7	<p>Knowledge & Skills:</p> <p>Hand Tools used in the workshop</p> <p>PPE What is it?</p> <p>Health and safety using tools and working with others.</p> <p>Introduction to fixed machines.</p> <p>Behaviour - how to communicate and work responsibly and safely with others.</p> <p>Pupils to practise research, measuring and marking out, the use of PPE and communicate with others appropriately whilst practicing using tools</p> <p>Pupils to practice using hand tools safely to cut components. Know the importance of using the correct PPE. Know the dangers of using hand tools and how to cut accurately</p> <p>Pupils to use saws and other hand tools safely and mostly accurately then sand components to shape and size on the sanding machine. Students to take mid - term assessment test.</p> <p>Pupils to use basic hand tools and processes to cut simple woodworking joints and to assemble the components of the individual projects.</p> <p>End of term assessment. Pupils to use basic hand tools and processes to sand and prepare work to take a suitable finish.</p> <p>Pupils to finish the project to a good standard using tools and finishing with a suitable product.</p> <p>Assessment: Hand tools – Health and Safety - PPE</p>	<p>Knowledge & Skills:</p> <p>Hand Tools used in the workshop.</p> <p>PPE What is it?</p> <p>Health and safety using tools and working with others.</p> <p>Introduction to fixed machines.</p> <p>Behaviour - how to communicate and work responsibly and safely with others.</p> <p>Over the term –Christmas items. Pupils will learn about research, measuring and marking out, how to use hand and power tools safely whilst making Christmas items. They will Show ability to cut, sand, shape, assemble and finish a product.</p> <p>Pupils to practise research, measuring and marking out, the use of PPE and communicate with others appropriately whilst practicing using tools</p> <p>Pupils to practice using hand tools safely to cut components. Know the importance of using the correct PPE. Know the dangers of using hand tools and how to cut accurately</p> <p>Pupils to use saws and other hand tools safely and mostly accurately then sand components to shape and size on the sanding machine.</p> <p>Pupils to use basic hand tools and processes to cut simple woodworking joints and to assemble the components of the individual enterprise projects.</p> <p>End of term assessment. Pupils to use basic hand tools and processes to sand and prepare work to take a suitable finish</p> <p>Pupils to finish the project to a good standard using tools and finishing with a suitable product.</p> <p>Assessment: : Hand tools – Health and Safety - PPE</p>	<p>Knowledge & Skills:</p> <p>Hand Tools used in the workshop.</p> <p>PPE What is it?</p> <p>Health and safety using tools and working with others.</p> <p>Introduction to fixed machines.</p> <p>Behaviour - how to communicate and work responsibly and safely with others.</p> <p>Pupils will continue to learn about measuring and marking out woodworking joints, how to use hand and power tools safely whilst making a useful item. They will Show ability to cut, sand, shape, assemble and finish a product.</p> <p>Practice using marking out tools.</p> <p>Pupils to practice using hand tools safely to cut simple woodworking joints. Know the importance of using the correct PPE. Know the dangers of using hand tools and how to cut accurately</p> <p>Students to take end - term assessment test regarding where and why woodworking joints are used.</p> <p>Pupils to use basic hand tools and processes to cut woodworking joints and to assemble the components of the individual projects.</p> <p>Finish to a suitable standard</p> <p>Assessment: Measuring and marking out – Woodworking Joints</p>	<p>Knowledge & Skills:</p> <p>Hand Tools used in the workshop.</p> <p>PPE What is it?</p> <p>Health and safety using tools and working with others.</p> <p>Introduction to fixed machines.</p> <p>Behaviour - how to communicate and work responsibly and safely with others.</p> <p>Pupils will continue to learn about measuring and marking out woodworking joints, how to use hand and power tools safely whilst making a small practical item. They will Show ability to cut, sand, shape, assemble and finish a product.</p> <p>Practice using marking out tools.</p> <p>Pupils to practice using hand tools safely to cut simple woodworking joints. Know the importance of using the correct PPE. Know the dangers of using hand tools and how to cut accurately</p> <p>Students to take end - term assessment test regarding where and why woodworking joints are used.</p> <p>Pupils to use basic hand tools and processes to cut woodworking joints and to assemble the components of the individual projects.</p> <p>Finish to a suitable standard</p> <p>Assessment: Measuring and marking out – Woodworking Joints</p>	<p>Knowledge & Skills:</p> <p>Hand Tools used in the workshop.</p> <p>PPE When to use it.</p> <p>Health and safety using tools and working with others.</p> <p>Introduction to fixed machines.</p> <p>Behaviour - how to communicate and work responsibly and safely with others.</p> <p>Working to a criterion - Space</p> <p>Pupils will continue to learn about measuring and joining metal and wood, how to use hand and power tools safely whilst making a Downhill racer. They will Show ability to cut, sand, shape, assemble and finish a product. How to behave in a work environment.</p> <p>Tools to cut metal</p> <p>What is meant by hot works?</p> <p>Research Down - hill racers</p> <p>Students to take end - term assessment test regarding woodworking processes.</p> <p>Assessment: Power tools –Fixings used when Joining Materials</p>	<p>Knowledge & Skills:</p> <p>Hand Tools used in the workshop.</p> <p>PPE When to use it.</p> <p>Health and safety using tools and working with others.</p> <p>Introduction to fixed machines.</p> <p>Behaviour - how to communicate and work responsibly and safely with others.</p> <p>Working to a criterion.</p> <p>Pupils will continue to learn about measuring and joining metal and wood, how to use hand and power tools safely whilst finishing a Downhill racer and building outdoor garden games. They will Show ability to cut, sand, shape, assemble and finish a product. Learn how to behave in a work environment.</p> <p>What is meant by hot works?</p> <p>Research Down - hill racers</p> <p>Students to take end - term assessment test regarding woodworking processes.</p> <p>Assessment: Fixings used when Joining Materials – Power tools</p>

Year 8	<p>Knowledge & Skills: Hand Tools used in the workshop PPE What is it? Health and safety using tools and working with others. Introduction to fixed machines. Behaviour - how to communicate and work responsibly and safely with others. Introductions to different types of fixings. The difference between hard and softwoods. Sustainability. Manmade and natural products. What are marking out – cutting – finishing tools.</p> <p>Pupils to continue practise research, measuring and marking out, the use of PPE and communicate with others appropriately whilst practicing using tools Pupils to practice using hand tools safely to cut components. Know the importance of using the correct PPE. Know the dangers of using hand tools and how to cut accurately Pupils to use saws and other hand tools safely and mostly accurately then sand components to shape and size on the sanding machine. Students to take mid - term assessment test. Pupils to use basic hand tools and processes to cut Simple woodworking joints and to assemble the components of the individual projects with help from peers. End of term assessment. Pupils to use basic hand tools and processes to sand and prepare work to take a suitable finish. Pupils to finish the project to a good standard using tools and finishing with a suitable product.</p> <p>Assessment: Health and Safety – PPE – What is a suitable product</p>	<p>Knowledge & Skills: Hand Tools used in the workshop PPE What is it? Health and safety using tools and working with others. Introduction to fixed machines. Behaviour - how to communicate and work responsibly and safely with others. Introductions to different types of fixings. The difference between hard and softwoods. Sustainability. Manmade and natural products. What are marking out – cutting – finishing tools.</p> <p>Over the term –Christmas items. Pupils will learn about research, measuring and marking out, how to use hand and power tools safely whilst making Christmas items. They will Show ability to cut, sand, shape, assemble and finish a product. Pupils to practise research, measuring and marking out, the use of PPE and communicate with others appropriately whilst practicing using tools Pupils to practice using hand tools safely to cut components. Know the importance of using the correct PPE. Know the dangers of using hand tools and how to cut accurately Pupils to use saws and other hand tools safely and mostly accurately then sand components to shape and size on the sanding machine. Pupils to use basic hand tools and processes to cut simple woodworking joints and to assemble the components of the individual enterprise projects. End of term assessment. Pupils to use basic hand tools and processes to sand and prepare work to take a suitable finish Pupils to finish the project to a good standard using tools and finishing with a suitable product.</p> <p>Assessment: Health and Safety – PPE – What is a suitable product</p>	<p>Knowledge & Skills: Hand Tools used in the workshop PPE What is it? Health and safety using tools and working with others. Introduction to fixed machines. Behaviour - how to communicate and work responsibly and safely with others. Introductions to different types of fixings. The difference between hard and softwoods. Sustainability. Manmade and natural products. What are marking out – cutting – finishing tools.</p> <p>Pupils will continue to learn about measuring and marking out woodworking joints, how to use hand and power tools safely whilst making a personal choice product. They will Show ability to cut, sand, shape, assemble and finish a product. Practice using marking out tools. Pupils to practice using hand tools safely to cut moderately difficult woodworking joints. Know the importance of using the correct PPE. Know the dangers of using hand tools and power tools and how to cut accurately. Students to take mid - term assessment test. Pupils to use basic hand tools and processes to cut woodworking joints and to assemble the components of the individual projects. Finish to a suitable standard</p> <p>Assessment: Manmade and natural products – Different types of fixings</p>	<p>Knowledge & Skills: Hand Tools used in the workshop PPE What is it? Health and safety using tools and working with others. Introduction to fixed machines. Behaviour - how to communicate and work responsibly and safely with others. Introductions to different types of fixings. The difference between hard and softwoods. Sustainability. Manmade and natural products. What are marking out – cutting – finishing tools.</p> <p>Pupils will continue to learn about measuring and marking out woodworking joints, how to use hand and power tools safely whilst making a personal project. They will Show ability to cut, sand, shape, assemble and finish a product. Practice using marking out tools. Pupils to practice using hand tools safely to cut moderately difficult woodworking joints. Know the importance of using the correct PPE. Know the dangers of using hand tools and power tools and how to cut accurately. Students to take mid - term assessment test. Pupils to use basic hand tools and processes to cut woodworking joints and to assemble the components of the individual projects. Finish to a suitable standard</p> <p>Assessment: Manmade and natural products – Different types of fixings</p>	<p>Knowledge & Skills: Hand Tools used in the workshop PPE What is it? Health and safety using tools and working with others. Introduction to fixed machines. Behaviour - how to communicate and work responsibly and safely with others. Introductions to different types of fixings. The difference between hard and softwoods. Sustainability. Manmade and natural products. What are marking out – cutting – finishing tools. Working to a criterion – Downhill racer to a specific theme.</p> <p>Pupils will continue to learn about measuring and joining metal and wood, how to use hand and power tools safely whilst making a Downhill racer. They will Show ability to cut, sand, shape, assemble and finish a product. How to behave in a work environment. Tools to cut metal What is meant by hot works? Research Down - hill racers Students to take end - term assessment test regarding metal and woodworking processes.</p> <p>Assessment: Hard and soft woods – Marking out tools – Cutting tools</p>	<p>Knowledge & Skills: Hand Tools used in the workshop PPE What is it? Health and safety using tools and working with others. Introduction to fixed machines. Behaviour - how to communicate and work responsibly and safely with others. Introductions to different types of fixings. The difference between hard and softwoods. Sustainability. Manmade and natural products. What are marking out – cutting – finishing tools. Working to a criterion – Downhill racer to a specific theme.</p> <p>Pupils will continue to learn about measuring and joining metal and wood, how to use hand and power tools safely whilst finishing a Downhill racer and building outdoor garden games to use in the summer holidays. They will Show ability to cut, sand, shape, assemble and finish a product. Learn how to behave in a work environment. What is meant by hot works? Research Down - hill racers Students to take end - term assessment test regarding metal and woodworking processes.</p> <p>Assessment: Hard and soft woods – Marking out tools – Cutting tools</p>
--------	---	---	---	--	--	---

Year 9	<p>Knowledge & Skills:</p> <p>Hand Tools used in the workshop</p> <p>PPE What is it?</p> <p>Health and safety using tools and working with others.</p> <p>Introduction to fixed machines.</p> <p>Behaviour - how to communicate and work responsibly and safely with others.</p> <p>Introductions to different types of fixings.</p> <p>The difference between hard and softwoods.</p> <p>Sustainability.</p> <p>Manmade and natural products.</p> <p>What are marking out – cutting – finishing tools.</p> <p>Internal and external finishes.</p> <p>Collaborative Working.</p> <p>Over the term – Pupils will learn about research, measuring and marking out, how to use hand and power tools safely whilst making a small item using simple woodworking joints. They will Show ability to cut, sand, shape, assemble and finish a product with some help.</p> <p>Pupils to practise research, measuring and marking out, the use of PPE and communicate with others appropriately whilst practicing using tools</p> <p>Pupils to practice using hand tools and power safely to cut components. Know the importance of using the correct PPE. Know the dangers of using hand tools and power tools and how to cut accurately and safely.</p> <p>Pupils to use saws/sanding machines and other hand tools safely and mostly accurately then sand components to shape and size on the sanding machine.</p> <p>Pupils to use basic hand tools and processes to cut Moderately Difficult woodworking joints and to assemble the components of the individual enterprise projects.</p> <p>Pupils to use basic hand tools and processes to sand and prepare work to take a suitable finish</p> <p>Pupils to finish the project to a good standard using tools and finishing with a suitable product.</p> <p>Assessment: Health and Safety – PPE – What is a suitable product – using fixed machines</p>	<p>Knowledge & Skills:</p> <p>Hand Tools used in the workshop</p> <p>PPE What is it?</p> <p>Health and safety using tools and working with others.</p> <p>Introduction to fixed machines.</p> <p>Behaviour - how to communicate and work responsibly and safely with others.</p> <p>Introductions to different types of fixings.</p> <p>The difference between hard and softwoods.</p> <p>Sustainability.</p> <p>Manmade and natural products.</p> <p>What are marking out – cutting – finishing tools.</p> <p>Internal and external finishes.</p> <p>Collaborative Working.</p> <p>Over the term – Pupils will learn about research, measuring and marking out, how to use hand and power tools safely whilst making a small item using simple woodworking joints. They will Show ability to cut, sand, shape, assemble and finish a product with some help.</p> <p>Pupils to practise research, measuring and marking out, the use of PPE and communicate with others appropriately whilst practicing using tools</p> <p>Pupils to practice using hand tools and power safely to cut components. Know the importance of using the correct PPE. Know the dangers of using hand tools and power tools and how to cut accurately and safely.</p> <p>Pupils to use saws/sanding machines and other hand tools safely and mostly accurately then sand components to shape and size on the sanding machine.</p> <p>Pupils to use basic hand tools and processes to cut simple woodworking joints and to assemble the components of the individual enterprise projects.</p> <p>Pupils to use basic hand tools and processes to sand and prepare work to take a suitable finish</p> <p>Pupils to finish the project to a good standard using tools and finishing with a suitable product.</p> <p>Assessment: Health and Safety – PPE – What is a suitable product – using fixed machines</p>	<p>Knowledge & Skills:</p> <p>Hand Tools used in the workshop</p> <p>PPE What is it?</p> <p>Health and safety using tools and working with others.</p> <p>Introduction to fixed machines.</p> <p>Behaviour - how to communicate and work responsibly and safely with others.</p> <p>Introductions to different types of fixings.</p> <p>The difference between hard and softwoods.</p> <p>Sustainability.</p> <p>Manmade and natural products.</p> <p>What are marking out – cutting – finishing tools.</p> <p>Internal and external finishes.</p> <p>Collaborative Working.</p> <p>Pupils will continue to learn about measuring and marking out woodworking joints, how to use hand and power tools safely whilst making a Games storage cabinet using simple - difficult woodworking joints dependent on ability. They will Show ability to cut, sand, shape, assemble and finish a product collaboratively and independently.</p> <p>Practice using measuring and marking out tools.</p> <p>Pupils to practice using hand tools safely to cut moderately difficult woodworking joints. Know the importance of using the correct PPE. Know the dangers of using hand tools and power tools and how to cut accurately. Students to take end - term assessment test.</p> <p>Pupils to use basic hand tools and processes learned to cut woodworking joints and to assemble the components of the individual projects.</p> <p>Finish to a suitable standard</p> <p>Assessment: Fixings – Hard and softwoods – Manmade and natural products – Types of finishes</p>	<p>Knowledge & Skills:</p> <p>Hand Tools used in the workshop</p> <p>PPE What is it?</p> <p>Health and safety using tools and working with others.</p> <p>Introduction to fixed machines.</p> <p>Behaviour - how to communicate and work responsibly and safely with others.</p> <p>Introductions to different types of fixings.</p> <p>The difference between hard and softwoods.</p> <p>Sustainability.</p> <p>Manmade and natural products.</p> <p>What are marking out – cutting – finishing tools.</p> <p>Internal and external finishes.</p> <p>Collaborative Working.</p> <p>Pupils will continue to learn about measuring and marking out woodworking joints, how to use hand and power tools safely whilst making a Games storage cabinet using simple - difficult woodworking joints dependent on ability. They will Show ability to cut, sand, shape, assemble and finish a product collaboratively and independently.</p> <p>Practice using measuring and marking out tools.</p> <p>Pupils to practice using hand tools safely to cut moderately difficult woodworking joints. Know the importance of using the correct PPE. Know the dangers of using hand tools and power tools and how to cut accurately. Students to take end - term assessment test.</p> <p>Pupils to use basic hand tools and processes learned to cut woodworking joints and to assemble the components of the individual projects.</p> <p>Finish to a suitable standard</p> <p>Assessment: – Fixings - Hard and softwoods – Manmade and natural products – Types of finishes</p>	<p>Knowledge & Skills:</p> <p>Hand Tools used in the workshop</p> <p>PPE What is it?</p> <p>Health and safety using tools and working with others.</p> <p>Introduction to fixed machines.</p> <p>Behaviour - how to communicate and work responsibly and safely with others.</p> <p>Introductions to different types of fixings.</p> <p>The difference between hard and softwoods.</p> <p>Sustainability.</p> <p>Manmade and natural products.</p> <p>What are marking out – cutting – finishing tools.</p> <p>Internal and external finishes.</p> <p>Collaborative Working.</p> <p>Independent working.</p> <p>Using the lathe safely.</p> <p>Introduction to BTEC Construction.</p> <p>Choosing BTEC construction as an option next year.</p> <p>Pupils will continue to learn about measuring marking out and joining metal and wood, how to use hand and power tools safely whilst building outdoor garden games to use in the summer holidays. They will Show ability to cut, sand, shape, assemble and finish a product. Learn how to behave and the expectations of being in a work environment.</p> <p>How to use a wood lathe safely and how to finish a product on a wood lathe.</p> <p>Assessment: Sustainability – using the lathe - Safety on hand and fixed machines. Working collaboratively and independently</p>	<p>Knowledge & Skills:</p> <p>Hand Tools used in the workshop</p> <p>PPE What is it?</p> <p>Health and safety using tools and working with others.</p> <p>Introduction to fixed machines.</p> <p>Behaviour - how to communicate and work responsibly and safely with others.</p> <p>Introductions to different types of fixings.</p> <p>The difference between hard and softwoods.</p> <p>Sustainability.</p> <p>Manmade and natural products.</p> <p>What are marking out – cutting – finishing tools.</p> <p>Internal and external finishes.</p> <p>Collaborative Working.</p> <p>Independent working.</p> <p>Using the lathe safely.</p> <p>Introduction to BTEC Construction.</p> <p>Choosing BTEC construction as an option next year.</p> <p>Pupils will continue to learn about measuring marking out and joining metal and wood, how to use hand and power tools safely whilst building outdoor garden games to use in the summer holidays. They will Show ability to cut, sand, shape, assemble and finish a product. Learn how to behave and the expectations of being in a work environment.</p> <p>How to use a wood lathe safely and how to finish a product on a wood lathe.</p> <p>Assessment: Sustainability – using the lathe - Safety on hand and fixed machines. Working collaboratively and independently</p>
--------	---	---	---	---	---	---

	Term 6 week 3 – 6 Term 1 – 7 weeks	Term 2 – 7 weeks	Term 3 – 6 weeks	Term 4 – 6 weeks	Term 5 – 6 weeks	Term 6 – 7 weeks
Year 10	<p>Knowledge & Skills</p> <p>Red</p> <p>1.1 Use a range of different sources to develop craft ideas</p> <p>1.2 use formal elements of design such as colour, space, line, form, texture, shape, balance, scale, and contrast.</p> <p>1.3 Use feedback and evaluation of own work to develop craft ideas.</p>	<p>Knowledge and skills</p> <p>Red</p> <p>1.4 Adapt craft ideas in response to feedback and evaluation of own work.</p> <p>1.5 Select preferred craft idea giving reasons for choice.</p> <p>1.6 Maintain a safe working environment.</p> <p>1.6 Maintain a safe working environment Continue.</p> <p>Light Blue</p> <p>1.1 and 1.2 Explore enterprises within a chosen craft area</p> <p>1.1 /1.4 Explore enterprises within a chosen craft area</p> <p>Assessment: Feedback on work every six weeks.</p>	<p>Knowledge & Skills:</p> <p>Light Blue</p> <p>1.5 Explore enterprises within a chosen craft area</p> <p>1.6 Explore Risks within a chosen craft area</p> <p>1.7 Explore Planning, financial, and Budgeting financial tools available within a chosen craft area.</p> <p>1.8 Marketing your product.</p> <p>Dark Blue</p> <p>2.1 Research and explore at least 3 different types of the employment opportunities available within your chosen craft area.</p> <p>Assessment: Feedback on work every six weeks</p>	<p>Knowledge & Skills:</p> <p>Dark Blue</p> <p>2.2 Research a chosen candidate or interview someone who is relevant to your chosen craft.</p> <p>2.3 / 2.4 identify your own strengths and weaknesses using an appropriate method or self - assessment tool.</p> <p>Orange</p> <p>Show some ideas of the type of Creative Craft items you like.</p> <p>1.1 Assess the properties of available materials for craft item including the visual and tactile qualities</p> <p>Assessment: Feedback on work every six weeks</p>	<p>Knowledge & Skills:</p> <p>Orange</p> <p>1.2 Select materials, tools, equipment, and techniques to support craft ideas and give reasons for choices</p> <p>1.3/1.4 Use appropriate tools and equipment for selected techniques.</p> <p>1.5 Maintain a safe working environment by ensuring safe use of materials, tools, and equipment.</p> <p>Assessment: Feedback on work every six weeks</p>	<p>Knowledge & Skills:</p> <p>Green</p> <p>1.1 Use chosen idea to create a production plan.</p> <p>1.2 Use selected tools, materials, equipment, and techniques to produce final craft work.</p> <p>1.3 Display craft work in an appropriate way/setting.</p> <p>1.4 Maintain a safe working environment.</p> <p>2.1 Know how to evaluate the creative and craft making processes.</p>

Year 11	<p>Knowledge & Skills: Finish any outstanding work such as:- BTEC Level 1 Construction unit 9 Jobs and careers in the construction industry</p> <p>1.1 Know about different types of career opportunities in construction</p> <p>2.1 Know about different types of organisations in the construction industry (small medium sized).</p> <p>2.2 Know about different types of organisations in the construction industry (Larger)</p> <p>3.1 Know how a career choice can affect lifestyle.</p> <p>4.1 Know how career choices can affect you by comparing careers.</p> <p>Assessment: Feedback and assessment every 6 weeks</p>	<p>Knowledge & Skills: Finish any outstanding work such as:- BTEC Level 1 Construction unit 9 Jobs and careers in the construction industry</p> <p>1.2 Know about different types of career opportunities in construction</p> <p>2.1 Know about different types of organisations in the construction industry (small medium sized).</p> <p>2.2 Know about different types of organisations in the construction industry (Larger)</p> <p>3.1 Know how a career choice can affect lifestyle.</p> <p>4.1 Know how career choices can affect you by comparing careers.</p> <p>Assessment: Feedback and assessment every 6 weeks</p>	<p>Knowledge & Skills: Finish any outstanding work such as:- BTEC level I Construction unit 10 Health and Safety and Welfare in the Construction industry.</p> <p>1.1 Describe the causes of accidents in construction.</p> <p>2.1 Identify potential hazards in a construction environment.</p> <p>2.2 Identify the safety signs used in a construction environment.</p> <p>3.1 Identify and select methods used to minimise the risks of hazards.</p> <p>3.2 Describe the ways to reduce risks.</p> <p>4.1 List the different types of fire extinguishers.</p> <p>4.2 Describe when different types of fire extinguishers should be used.</p> <p>5.1 Describe the purpose of HASAWA.</p> <p>5.2 Describe the purpose of COSHH</p> <p>Assessment: Feedback and assessment every six weeks</p>	<p>Knowledge & Skills Finish any outstanding work such as:- BTEC level I Construction unit 10 Health and Safety and Welfare in the Construction industry.</p> <p>1.1 Describe the causes of accidents in construction.</p> <p>2.1 Identify potential hazards in a construction environment.</p> <p>2.2 Identify the safety signs used in a construction environment.</p> <p>3.1 Identify and select methods used to minimise the risks of hazards.</p> <p>3.2 Describe the ways to reduce risks.</p> <p>4.1 List the different types of fire extinguishers.</p> <p>4.2 Describe when different types of fire extinguishers should be used.</p> <p>5.1 Describe the purpose of HASAWA.</p> <p>5.2 Describe the purpose of COSHH</p> <p>Assessment: Feedback and assessment every six weeks</p>	<p>Knowledge & Skills: Complete any outstanding work ready before presenting it to the exam board.</p> <p>Assessment: Feedback and assessment every Six weeks</p>	<p>Knowledge & Skills:</p> <p>Assessment:</p>
---------	--	--	--	---	---	---

	PSHE Term 1 – 7 weeks	PSHE Term 2 – 6 weeks	PSHE Term 3 – 6 weeks	PSHE Term 4 – 6 weeks	PSHE Term 5 – 6 weeks	PSHE Term 6 – 7 weeks
Year 10 PSHE	<p>Unit2 Awareness of mental health Knowledge & Skills</p> <p>Learners will explore what is meant by the term ‘mental health’ and consider the definition and causes of mental health difficulties. Learners will also explore common perceptions of mental health difficulties and how stereotyping can affect people’s perceptions</p> <p>1.1. Define the terms ‘mental health’ and ‘mental ill-health’.</p> <p>1.2. Identify possible causes of mental health problems.</p> <p>1.3. Identify examples of mental health problems.</p> <p>1.4. List common sources of information</p> <p>2.1. State the percentage of people in the UK that might experience mental health problems.</p> <p>2.2. Identify the effects that experiencing a mental health problem might have on an individual.</p> <p>2.3. Outline how mental health is reported in the media.</p> <p>2.4. Identify the negative effects media reporting can have on an individual.</p> <p>2.5. Identify the negative effects media reporting can have on society.</p> <p>2.6. Outline how stereotyping can affect people with mental health problems.</p> <p>Assessment: Feedback on work every three weeks</p>	<p>Unit2 Awareness of mental health Knowledge and skills</p> <p>They will develop their knowledge of the rights of those who experience mental health difficulties and learn where appropriate support can be found. Learners will also develop their awareness of cultural diversity within mental health issues.</p> <p>3.1. Identify the rights of people experiencing mental ill-health.</p> <p>3.2. Identify possible responses that can be made to support an individual with mental health problems.</p> <p>3.3. Outline factors which can have an impact on whether a response will work.</p> <p>3.4. Identify where to refer people for further help or guidance about mental health issues.</p> <p>3.5. Identify ways to promote positive mental health.</p> <p>4. Be aware of cultural diversity in relation to mental health issues.</p> <p>4.1. Identify possible causes of mental distress in different cultural groups.</p> <p>4.2. Give examples of barriers that may exist for different cultural groups accessing services.</p> <p>4.3. Outline ways of overcoming barriers to accessing services.</p> <p>4.4. Outline factors that can help promote positive mental health amongst different cultural groups</p> <p>Assessment: Feedback on work every three weeks</p>	<p>Unit 03 relationships and sexual health. Knowledge & Skills:</p> <p>In this unit, learners will understand what is meant by ‘relationships’ and ‘sexual health’ and consider a variety of information about sexual health and relationship issues. Learners will develop their knowledge of the biological process of menstruation. know the names of relevant sexual and reproductive organs and build an awareness of contraception and sexually transmitted infections (including HIV).</p> <p>1.1. Outline what is meant by ‘friendships’, ‘relationships’ and ‘intimacy’.</p> <p>1.2. State why most people want close relationships.</p> <p>1.3. Identify different types of sexual health and relationship concerns.</p> <p>1.4. Outline risky sexual behaviours.</p> <p>1.5. Give reasons why a person may want to delay having a sexual relationship.</p> <p>1.6. Define what ‘confidential’ means in reference to sexual health and relationships.</p> <p>2. Know basic facts about the human reproductive system.</p> <p>2.1. Give names of male and female external sexual organs.</p> <p>3.1. State methods of contraception suitable for a young person.</p> <p>3.2. Give examples of where contraception may be obtained without cost.</p> <p>3.3. State the age a person has to be to obtain contraceptive and sexual health services without parental consent.</p> <p>3.4. Identify where ‘emergency contraception’ might be obtained.</p> <p>3.5. Outline important things to remember when using a condom.</p> <p>3.6. Give examples of where to look for information or go for help about contraception.</p>	<p>Complete Unit 03 Start Unit 07 Alcohol awareness Knowledge & Skills:</p> <p>4.1. Define what HIV and AIDS are.</p> <p>4.2. Outline how HIV is transmitted.</p> <p>4.3. Identify the possible consequences of not having chlamydia treated.</p> <p>4.4. State names of sexually transmitted infections.</p> <p>4.5. Give examples of where to obtain information, advice, and treatment for sexually transmitted infections.</p> <p>5.1. Outline ways that society can respond to sexual health and relationship issues.</p> <p>5.2. State some of the current legislation about sex and relationships.</p> <p>5.3. Give examples of ways in which sex and sexuality are reported in the media.</p> <p>Unit 7 This unit helps develop the learner’s understanding of the harmful effects of alcohol and possible issues, including where to seek help if needed.</p> <p>Assessment: Feedback on work every three weeks</p> <p>1. Know about differences in unit strengths.</p> <p>1.1. State the unit strength of at least</p> <p>2. Know the possible causes of alcohol misuse.</p> <p>2.1. Identify reasons why people may misuse alcohol.</p> <p>3. Recognise some of the physical and psychological effects of alcohol misuse.</p> <p>3.1. List some psychological and physical effects of alcohol misuse.</p>	<p>Unit 07 Alcohol awareness Knowledge & Skills:</p> <p>This unit helps develop the learner’s understanding of the harmful effects of alcohol and possible issues, including where to seek help if needed.</p> <p>Assessment: Feedback on work every three weeks</p> <p>4. Be aware of the effects that alcohol misuse can have on others.</p> <p>4.1. State at least one effect that alcohol misuse can have on each of the following: family, friends, society.</p> <p>5. Be aware of the health issues associated with alcohol misuse.</p> <p>5.1. List ways in which alcohol misuse can impact on health, for example, nutrition, liver, heart, mental health, sexual health.</p> <p>6. Recognise the effects of withdrawing from alcohol.</p> <p>6.1. List the effects of withdrawing from alcohol.</p> <p>Assessment: Feedback on work every three weeks</p>	<p>Unit 07 Alcohol awareness Knowledge & Skills:</p> <p>This unit helps develop the learner’s understanding of the harmful effects of alcohol and possible issues, including where to seek help if needed.</p> <p>7. Know some of the agencies offering help and information about alcohol misuse.</p> <p>7.1. Identify sources of help and information in relation to alcohol abuse.</p> <p>Assessment: Feedback on work every three weeks</p>



--	--	--	--	--	--	--