Unit 101: Introduction to the built environment

# Sample scheme of work

This sample scheme of work covers classroom-based learning for Unit 101. It is based on three hours per session for five sessions. It is an example only of a possible scheme of work and is based on theory within an FE centre, but can be amended to suit all learning facilities with the necessary adjustments to meet individual learners’ needs.

**You can use the sample scheme of work as it is, adjust it or extract content to create a scheme of work to suit your delivery needs. It can also be adjusted by adding theory and practical workshops to support learners who have/need additional learning time.**

**Tutors are also encouraged to engage learners in their local built environment by building on the activities in this sample scheme of work using local examples where possible.**

Centres should also incorporate the following themes, where appropriate, as strands running through each of the sections within the qualification. Although they are not specifically referred to in the section content section, City & Guilds regards these as essential in the teaching of the qualification:

* health and safety considerations, in particular the need to impress upon learners the fact that they must preserve the health and safety of others as well as themselves
* Essential Skills (Application of Number, Communication, Digital Literacy and Employability)
* extension tasks and differentiation, inclusion, entitlement and equality issues
* spiritual, moral, social and cultural issues
* environmental education and related European issues
* British Values
* use of information learning technology (ILT).

Unit 101: Introduction to the built environment

# Sample scheme of work

**Course/qualification:** Foundation in Construction and Building Services Engineering **Tutor’s name:** Enter the tutor’s name here

**Number of sessions**:5 **Delivery hours**: 15 **Venue**:Enter the venue here **Group**: Enter the group here

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| **Learning outcomes**   1. Understand the types and purposes of buildings in the built environment 2. Know the different types of structures in the built environment |

| Session | Objectives/learning outcomes **The learner will:** | Activities and resources | Skills check |
| --- | --- | --- | --- |
| 1  3 hours | 1. **Understand the types and purposes of buildings in the built environment**   1.1 Types of buildings in the built environment | Activities:   * Facilitate classroom discussion. * Deliver PowerPoint 1. * As a class, come up with a list of the different types of domestic properties learners are already aware of. Discuss the properties and distinguishing design features of the different property types and their purposes. * Ask learners to bring in photos of buildings that they felt were interesting in their area. Tutor to show a range of photos including buildings of different ages and types. Use the photos to introduce a discussion about different uses of buildings and how they have changed over time.   Resources:   * **PowerPoint 1: The types and purposes of buildings in the built environment** * **Worksheet 1: Different types and purposes of buildings** | Oral questioning  **Worksheet 1**  Feedback on Worksheet 1 |
| 2  3 hours | 1. **Understand the types and purposes of buildings in the built environment**   1.2 Key construction design areas and changes over time | Activities:   * Deliver PowerPoint 2. * Discuss how traditional buildings were constructed using solid wall construction methods how cavity wall construction was developed post 1919. * Show the Wales online video and facilitate classroom discussion on the development. * Learners to discuss in small groups what they think living accommodation, retail and office spaces will be like in the year 2050. Each group to present to the class.   Resources:   * **PowerPoint 2: Key construction design areas and changes over time** * **Worksheet 2: Key construction design areas and changes over time** * **Worksheet 3: Understand the different types and purposes of buildings in the built environment** * **Worksheet 4: Types and design changes of commercial and industrial buildings** * Internet * [www.walesonline.co.uk/business/business-news/what-cardiff-look-like-10-12311665](http://www.walesonline.co.uk/business/business-news/what-cardiff-look-like-10-12311665) | Oral questioning    **Worksheet 2**  Feedback on Worksheet 2  **Worksheet 3**  **Worksheet 4**  Feedback on Worksheet 3  Feedback on Worksheet 4 |
| 3  3 hours | 1. **Understand the types and purposes of buildings in the built environment**   1.3 The main cultural requirements for different buildings and structures | Activities:   * Deliver PowerPoint 3. * Ask learners to find an example of a religious, civic or arts centre, either in the area or further afield, and describe how the design of the building meets its cultural needs. (Worksheet 5)   Resources:   * **PowerPoint 3: Cultural requirements for different buildings and structures** * **Worksheet 5: Cultural requirements for different buildings and structures** * Internet for research into local religious, civic and arts centres. | **Worksheet 5**  Feedback on Worksheet 5 |
| 4  3 hours | 1. **Understand the types and purposes of buildings in the built environment**   1.4 Societal requirements for communities | Activities:   * Facilitate classroom discussion. Discuss the infrastructure and transport links available in your local area. How well do they currently meet the communities’ needs? * Deliver PowerPoint 4. * Oral questions. * Learners to discuss what they think the main priorities should be for a local development plan in your area.   Resources:   * **PowerPoint 4: Societal requirements for communities** * **Worksheet 6: Societal requirements for communities** * <https://www.gov.uk/guidance/local-plans> | Group debate on architectural changes within the local area  **Worksheet 6**  Feedback on Worksheet 6 |
| 5  3 hours | 1. **Know the different types of structures in the built environment**   2.1 Know the types of infrastructure and their purpose | Activities:   * Facilitate classroom discussion. * Deliver PowerPoint 5. * Oral questions. * Show a clip from YouTube of ideas around how to prevent flooding in the UK.   Resources:   * **PowerPoint 5: Know the different types of structures in the built environment** * **Worksheet 7: Understand different types of structures in the built environment** * Internet * <https://youtu.be/ajWPEX4NpLQ> | **Worksheet 7**  Feedback on Worksheet 7  Multiple choice questions |