

# YEAR 10 Health & social care

## CURRICULUM PROGRESSION OVERVIEW

The award in Health and social care (HSC) has been designed to support learners who want to learn about this sector and the potential it can offer them for their careers or further study. It enables learners to develop a range of both life skills and work-related which are attractive to employers, colleges and universities including: communication, confidence, learning independently, organisation, problem solving, research, self-discipline, stamina, taking on responsibility and time management. They will apply their knowledge to a range of different scenarios throughout the lifetime of a person.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Topic</b>	Component 1 <ul style="list-style-type: none"> <li>Human growth &amp; development</li> <li>Factors affecting growth &amp; development</li> </ul>	Component 1 <ul style="list-style-type: none"> <li>Different types of life events</li> <li>Coping with changes caused by life events</li> </ul>	<ul style="list-style-type: none"> <li>Revision and preparation of component 1</li> <li><b>Component 1 coursework assessment</b></li> </ul>	Component 2 <ul style="list-style-type: none"> <li>Healthcare services</li> <li>Social care services</li> </ul>	Component 2 <ul style="list-style-type: none"> <li>Barriers to accessing services</li> </ul>	Component 2 <ul style="list-style-type: none"> <li>Skills and attributes to give care</li> <li>Care values</li> <li>Obstacles to receiving care</li> <li>Good care and its benefits</li> </ul>
<b>Core Knowledge/ Threshold Concept</b>	A1: six life stages, four areas of development (PIES- physical, intellectual, emotional, social) A2: Physical, social, lifestyle, cultural, emotional, environmental and economic factors and their effect on growth & development	B1: How health and wellbeing, relationship changes and life circumstances can impact growth and development B2: Examine factors that can affect how well someone copes with a life event	Look back and prepare for the internally assessed assignment for component 1.	A1: Different types of healthcare services and the needs of different health conditions A2: Social care for all life stages	A3: Examine how different barriers can make it challenging for accessing health and social care services	B1: Skills and attributes of care givers B2: Care values – the 6 Cs B3: Factors that can affect the ability for someone to receive the care that they need. B4: Good care – what is it and how can service users benefit?

<b>Why this learning now?</b>	Learning is sequenced having considered what core knowledge is required to unlock deeper understanding of a topic and the ability to make connections between topics so that when implementing this intent, teachers can effectively draw attention to where keywords and concepts have been seen before building on this through questions to deepen and embed knowledge and understanding.					
	All students need to know the life stages that they will discuss throughout the course. Many aspects of factors have been discussed in PSHE at KS3 and this knowledge will be drawn upon and developed.	Use discussion topics from form periods/ PSHE at KS3 will be used here to introduce major life events that can affect a person's health and wellbeing.	Revise work from first two terms, use key language and practice assessment pieces in order to prepare for component 1 assessment. Examine the impact of some of the British values and care that is given.	They will learn about different health conditions that may have come about because of their life experiences. Explore different options for care of people with a variety of conditions.	Examine different health conditions studied earlier in the course and look at how some may struggle to access the care they need.	Explore different care options for many different health and wellbeing issues that have been discussed earlier. Look at what good/bad care will look like and the impact this can make on the quality of life for someone.
<b>Assessment Opportunities:</b>	Students will undertake lots of formative assessment tasks throughout the year based on case studies. At the end of component 1 and 2 students will complete a summative assessment that will take the format that is set out by the exam board. This will be conducted in moderate test conditions where students will be able to use their own notes to help them,					
	Key word understanding, link health issues to things that are going on in the lives of service users.	Expected and unexpected life events. Scenarios that show a variety of ways that a person can cope with changes.	Component 1 practice assessments followed by the one released by the exam board.	Different types of health and care settings are explored in order to treat a variety of conditions. Students should be able to list the impact of various conditions on health and wellbeing.	Scenarios that look at a wide variety of health and care issues and the problems that individuals may have in order to access the required care. Students should be able to discuss in detail how to overcome the barriers.	Discuss in detail good and bad care from different scenarios.
<b>Learning at Home</b>	Students will be set home learning in accordance with the school policy, which will enable them to recall knowledge from the lesson. This could be exam style questions, scenarios, revision of material from the previous lesson or to carry out research to prepare them for the next topic.					

<b>Key Vocabulary</b>	Life stage Infancy Early childhood Adolescence Early adulthood Middle adulthood Later adulthood Growth and development Physical Intellectual Emotional Social	Unexpected life event Expected life event Relationships Divorce Bereavement Change of circumstances Imprisonment Redundancy Retirement Resilience Support Multi-agency Multidisciplinary	Life stages PIES Gender roles and expectations Adaptation to life events Cases study	Primary care Secondary care Tertiary care Allied health professionals Health conditions Cardiovascular conditions Type 2 diabetes Dementia Obesity Respiratory conditions Asthma COPD Arthritis Impairment Social care	Physical barrier Sensory barrier Social and cultural barrier Language barrier Geographical barrier Test barrier Financial barrier	Skills Attributes Empathy Patience The 6 Cs Obstacles Psychological obstacles Addiction Disabilities Respect Discrimination Empower Dignity
<b>Spiritual, Moral, Social and Cultural concepts covered</b>	<ul style="list-style-type: none"> <li>• The health and social care curriculum contribute to the social, moral, spiritual, and cultural development of students by ensuring they know what is expected of them when treating people from a wide range cultures, ethnicities and religions.</li> <li>• Providing opportunities to explore cultural differences in cultures of different people, making and evaluating food and care options from different cultures.</li> <li>• Promotes the protected characteristics when planning the care of a wide range of backgrounds.</li> <li>• Understand how gender identity and sexual orientations can affect how a person develops.</li> </ul>					
<b>Links to careers and the world of work</b>	This course has been designed to support learners who want to learn about this vocational sector and the potential it can offer them for their careers or further study. This further study would provide learners with the opportunity to develop a range of specialist and general skills that would support their progression to employment. Job roles and employment opportunities in health and social care are throughout the course. All these roles require further education and training either through apprenticeships or further and higher education.					

# YEAR 11 Health and social care

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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Topic</b>	Component 3 <ul style="list-style-type: none"> <li>Factors affecting health and wellbeing</li> <li><b>Component 2 coursework assessment</b></li> <li>Physiological indicators</li> </ul>	Component 3 <ul style="list-style-type: none"> <li>Lifestyle indicators</li> <li>Person centres approach</li> <li>Improving health and wellbeing</li> </ul>	Component 3 <ul style="list-style-type: none"> <li>Barriers and obstacle</li> <li>Revision</li> <li><b>Component 3 external exam</b></li> </ul>	Revision of component 3	<ul style="list-style-type: none"> <li>Revision of component 3</li> <li>Component 3 resit of exam if needed.</li> </ul>	
<b>Core Knowledge/ Threshold Concept</b>	A1: Examine a variety of factors that can affect health and wellbeing B1: Examine the impact of physiological data (heart rate, blood pressure, body mass index) can impact health and wellbeing	B2: Examine how lifestyle choices can impact the health and wellbeing of an individual C1: Person centred approach to health and care planning C2: Create plans for individuals with a wide range of health and care needs	C3: Examine the barriers that may stop a person from being able to follow a health and care plan  External exam – component 3	Revision of all units in preparation for any re-sits of component 3 that may occur	Revision of all units in preparation for any re-sits of component 3 that may occur  External exam – component 3 (Re-sit only)	

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	Students use knowledge from components 1 and 2 to examine case studies of people with a wide range of care needs.	Students create care plans that look into all of the needs of an individual. They must consider the background of the service user and any cultural, religious, or other need.	Create care plans that overcome barriers to care. They will need to use knowledge about the barriers that they learned in year 10. Realistic targets should be set that have recommendations for overcoming obstacles.	Students to analyse scenarios and use physiological data to prepare care plans for service users.	Revise all health issues, potential future short- and long-term health risks. Revisit the use of care plans and evaluate the positives and negatives of these.	
<b>Assessment Opportunities:</b>	Students will carry out regular formative assessments in the form of case studies. Summative assessments will be used to test progress and readiness for the component 3 exam.					
	Exam style case studies used to explore a variety of health issues <b>Component 2 internally assessed coursework assignment set by the exam board.</b>	Create care plans using physiological data from exam style questions	Exam style questions that use physiological data, long and short-term health issues and care plan evaluations. Component 3 externally assessed via exam	Exam style questions that use physiological data, long and short-term health issues and care plan evaluations. Component 3 externally assessed via exam	Exam style questions that use physiological data, long and short-term health issues and care plan evaluations. Component 3 externally assessed via exam	
<b>Learning at Home</b>	Students will be set home learning in accordance with the school policy, which will enable them to recall knowledge from the lesson. This could be exam questions, knowledge tests, revision of material from the previous lesson or to carry out research to prepare them for the next topic. It is important that students practice evaluation care plans and must learn the health issues associated with a large number of health issues.					
<b>Key Vocabulary</b>	Genetic inheritance Mental ill health Disability Impairment Lifestyle	Healthy lifestyle Diet Exercise Addiction Smoking	Barriers to following recommendations Obstacles to following recommendations Psychological	See other component sections – all needs to be revised	See other component sections – all needs to be revised	

	Addiction Religion Culture Gender identity Sexual orientation Urban and rural Pollutions Abuse Unemployment Divorce Bereavement Parenthood Redundancy Imprisonment Retirement Physiological indicators Long- and short-term health risks	Alcohol Person-centred approach Health care plan Support	Unachievable targets			
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