

YEAR 12 & 13 Health and 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 and examine different factors that can affect health and wellbeing.

Years 12 and 13 are taught together on a rolling programme that consists of Unit 1 Human Life span (exam) and Unit 5 Meeting individual care and support need (coursework) in year A and in year B, they will complete Unit 2 Working in health and social care (exam) and Unit 14 Physiological disorders and their care (coursework).

Year A	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Unit 2 A1: The roles of people who work in health care settings Unit 2 A2: The responsibilities of people who work in health and social care settings Unit 2 A3: Specific responsibilities of people who work in health and social care settings	Unit 2 A3: Specific responsibilities of people who work in health and social care settings Unit 2 A4 Multidisciplinary working in the health and social care sector Unit 2 A5 Monitoring the work of people in health and social care settings Unit 2 B1 The roles of organisations in the health and social care sector Unit 2 B2 The roles of organisations in the health and social care sector	Unit 2 B4 The roles of organisations that regulate and inspect health and social care services Unit 2 B5 Responsibilities of organisations towards people who work in health and social care settings	Unit 2 C1 Working with people with specific needs in the health and social care sector Unit 2 C2 Working Practices	Unit 2 C2 Working Practices Revision for unit 2 exam	

		Unit 2 B3 Ways organisations represent the interests of service users				
Core Knowledge/ Threshold Concept					Revision of all work from unit 2 in preparation for their external exam.	
Why this learning now?	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.					
	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.	
Assessment Opportunities:	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 Component 2 internally assessed coursework assignment set by the exam board.	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	
Learning at Home	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.					
Key Vocabulary	Genetic inheritance Mental ill health Disability Impairment Lifestyle Addiction Religion Culture Gender identity Sexual orientation Urban and rural Pollutions Abuse Unemployment Divorce Bereavement Parenthood Redundancy Imprisonment Retirement Physiological indicators	Healthy lifestyle Diet Exercise Addiction Smoking Alcohol Person-centred approach Health care plan Support	Barriers to following recommendations Obstacles to following recommendations Psychological Unachievable targets	See other component sections – all needs to be revised	See other component sections – all needs to be revised	

	Long- and short-term health risks					
Spiritual, Moral, Social and Cultural concepts covered	<ul style="list-style-type: none"> • 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. • Providing opportunities to explore cultural differences in cultures of different people, making and evaluating food and care options from different cultures. • Promotes the protected characteristics when planning the care of a wide range of backgrounds. <p>Understand how gender identity and sexual orientations can affect how a person develops.</p>					
Links to careers and the world of work	<p>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.</p>					