

# Curriculum map

## Health and Social Care

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 10	<b>Powerful knowledge</b> Human growth and development across life stages <i>Infancy</i> <i>Early childhood</i> <i>Adolescence</i> <i>Early adulthood</i> <i>Middle adulthood</i> <i>Later adulthood</i> PIES growth and development <i>Physical</i> <i>Intellectual</i> <i>Emotional</i> <i>Social</i> Factors affecting growth and development <i>Physical factors</i> <i>Lifestyle factors</i> <i>Emotional factors</i> <i>Social and cultural factors</i> <i>Environmental factors</i> <i>Economic factors</i> <b>Assessment:</b>	<b>Powerful knowledge</b> Different types of life events <i>Health and wellbeing</i> <i>Relationship changes</i> <i>Life circumstances</i> Coping with change caused by life events <i>Character traits that influence how individuals cope</i> <i>Sources of support</i> <i>Types of support</i> <b>Assessment:</b> <b>Component 1 Task 3a and 3b</b>  End point - Students can demonstrate an understanding of: <i>Different types of life event</i> <i>Coping with change caused by life events</i>  Self and Peer Assessment Do Now Retrieval quiz SPaG Marking	<b>Assessment:</b> <b>Component 1 Pearson Set Assessment.</b> <b>Powerful knowledge</b> Different health care services and how they meet service user needs <i>Health conditions</i> <i>Primary care</i> <i>Secondary care</i> <i>Tertiary care</i> <i>Multidisciplinary team working</i> <b>Assessment:</b> <b>Component 2 Task 1</b>  End point - Students can demonstrate an understanding of: <i>Healthcare services</i>  Self and Peer Assessment Do Now Retrieval quiz SPaG Marking	<b>Powerful knowledge</b> Different social care services and how they meet service user needs. <i>Social care</i> <i>Services for children and young people</i> <i>Services for adults or children with specific needs</i> <i>Services for older adults</i> <i>Informal care</i> <i>Voluntary care</i> Types of barrier and how they can be overcome by the service providers or users <i>Physical barriers</i> <i>Sensory barriers</i> <i>Social and cultural barriers</i> <i>Language barriers</i> <i>Geographical barriers</i> <i>Barriers for people with learning disabilities</i> <i>Financial barriers</i> <b>Assessment:</b> <b>Component 2 Task 2 and 3</b>	<b>Powerful knowledge</b> Skills, attributes and values in health and social care <i>Skills: problem solving, observation, dealing with difficult situations and organisation</i> <i>Attributes: empathy, patience, trustworthiness and honesty</i> <i>The 6 C's: care, compassion, competence, communication, courage, commitment</i> <b>Assessment:</b> <b>Component 2 Task 4</b>  End Point Understand the skills, attributes and values required to give care  Self and Peer Assessment Do Now Retrieval quiz SPaG Marking	<b>Powerful knowledge</b> The obstacles individuals requiring care may face <i>Emotional/psychological</i> <i>Time constraints</i> <i>Availability of resources</i> <i>Unachievable targets</i> <i>Lack of support</i> <i>Other specific factors</i> The benefits to individuals of the skills, attributes and values in health and social care practice <i>Individuals will be supported, received high quality care, receive person-centred care, be treated with respect, not be discriminated against and be involved in care decisions</i>  <b>Assessment:</b> <b>Component 2 Task 5</b>  End Point

Year 11	<b>Component 1 Task 1 and 2</b>  End point - Students can demonstrate an understanding of: Human growth and development across life stages Factors affecting growth and development  Self and Peer Assessment Do Now Retrieval quiz SPaG Marking Numeracy: Sequencing of development e.g. physical development Numeracy: Sequencing of factors affecting development. Sorting factors into types.  Link: Science Year 7 Reproduction	Numeracy: Sequencing of life events affecting development. Sorting life events into types. Link: Science Year 10/11 Genetics and conditions		End point - Students can demonstrate an understanding of: Social care services Barriers to accessing services  Self and Peer Assessment Do Now Retrieval quiz SPaG Marking Assessment Point 3		Understand the skills, attributes and values required to give care  Self and Peer Assessment Do Now Retrieval quiz SPaG Marking Assessment Point 3
	<b>Powerful knowledge</b> Factors affecting health and wellbeing Physical and lifestyle factors Social, emotional and cultural factors Economic factors Environmental factors	<b>Powerful knowledge</b> Interpreting health indicators Physiological indicators Lifestyle indicators Person-centred approach Recommendations and actions to improve health and wellbeing	<b>Powerful knowledge</b> Revisit theory for Component 1 and 2 for Resit PSA  <b>Assessment:</b> Component 3 External exam January	<b>Powerful knowledge</b> Revisit theory for Component 3 for resit  <b>Assessment:</b> Mock Papers  End Point	<b>Powerful knowledge</b> Revision  <b>Assessment:</b> Component 3 External exam May	

Year 12	<p><i>Changes in life circumstances</i></p> <p><b>Assessment:</b> <b>Component 2 Pearson Set Assessment</b></p> <p><b>Mock Papers:</b> <b>Q1-10</b></p> <p>End Point Understand factors affecting health and well being</p> <p>Self and Peer Assessment Do Now Retrieval quiz SPaG Marking</p> <p>Numeracy: Sequencing of factors affecting health and wellbeing. Sorting factors into types</p>	<p><i>Barriers and obstacles to following recommendation</i> <i>Person-centred approach</i> <i>Recommendations and actions to improve health and wellbeing</i> <i>Barriers and obstacles to following recommendation</i></p> <p><b>Assessment:</b> <b>Mock Papers:</b> <b>Q11-15</b></p> <p>End Point Understand how to be able to interpret health indicators</p> <p>Self and Peer Assessment Do Now Retrieval quiz SPaG Marking</p> <p>Numeracy: Analysing physiological data</p>	<p>Resit available for Component 1 and Component 2</p> <p>End Point: Understand person-centred approach to health and wellbeing</p> <p>Self and Peer Assessment Do Now Retrieval quiz SPaG Marking</p>	<p>Understand factors affecting health and well being and being able to interpret health indicators</p> <p>Understand person-centred approach to health and wellbeing</p> <p>Self and Peer Assessment Do Now Retrieval quiz SPaG Marking</p>		
	<p><b>Powerful knowledge</b> Development across the life stages Physical: <i>principles of growth and development; gross and fine motor skills; puberty and hormones; perimenopause; ageing process</i> Intellectual: <i>Piaget's Theories of cognitive</i></p>	<p><b>Powerful knowledge</b> Factors affecting development Nature/Nurture debate: <i>Gesell's maturation theory; Bandura's social learning theory; stress-diathesis model</i> Genetic factors: <i>genetic predispositions to particular conditions; biological factors (including foetal alcohol syndrome)</i></p>	<p><b>Powerful knowledge</b> The principles, values and skills which underpin meeting the care and support needs of individuals <i>Promoting equality, diversity and preventing discrimination</i> <i>Skills and personal attributes required for</i></p>	<p><b>Powerful knowledge</b> <i>Ethical issues and approaches</i> <i>Legislation and guidance on conflicts of interest</i> <i>Enabling individuals to overcome challenges</i> <i>Promoting personalization</i> <i>Communication techniques</i></p>	<p><b>Powerful knowledge</b> <i>How agencies work together to meet individual care and support needs</i> <i>Roles and responsibility of key professionals on MDT</i> <i>Maintaining confidentiality</i> <i>Managing information</i></p> <p><b>Assessment:</b></p>	<p><b>Powerful knowledge</b> Roles of people who work in H&amp;S care settings (<i>doctors, nurses, midwives, healthcare assistants, social workers, occupational therapists, youth workers, care managers/assistants and support workers</i>)</p>

	<p>development and schemas; Chomsky's theory of language acquisition; the effects of ageing</p> <p>Emotional: Attachment theories including Bowlby; development and importance of self concept</p> <p>Social: Stages of play including solo, parallel and cooperative; importance of friendships and development of relationships and independence</p> <p><b>Assessment:</b> Exam Past Paper Questions covering LAA</p> <p>End Point: To understand human lifespan development</p> <p>Self and Peer Assessment Do Now Retrieval quiz SPaG Marking</p> <p>Numeracy: Sequencing of development e.g. Piaget's theory of cognitive development</p>	<p>Environmental factors: exposure to pollution; poor housing conditions; access to health and social care services</p> <p>Social factors: family dysfunction; bullying; effects of culture and belief</p> <p>Economic factors: income and expenditure; employment status; education; lifestyle</p> <p>Major life events: predictable and unpredictable</p> <p>Effects of ageing: Physical; psychological (confidence and self esteem, social change, financial concerns, effects of culture, social disengagement theory and activity theory); societal (health and social care provision and economic impact)</p> <p><b>Assessment:</b> Exam Past Paper Questions covering LAB/LAC</p> <p>End Point: To understand factors affecting growth and development</p> <p>Self and Peer Assessment Do Now Retrieval quiz SPaG Marking</p> <p>Numeracy: Sequencing of factors affecting development. Sorting factors into types.</p>	<p>developing relationships with individuals</p> <p>Empathy and establishing trust</p> <p><b>Assessment:</b> External Exam Spring 1 (Jan) Coursework LAA</p> <p>End Point: To understand the principles, values and skills which underpin meeting the care and support needs of individuals.</p> <p>Self and Peer Assessment Do Now Retrieval quiz SPaG Marking</p>	<p><b>Assessment:</b> Coursework LAB and LAC</p> <p>End Point: To understand the ethical issues involved when providing care and support to meet individual needs.</p> <p>Self and Peer Assessment Do Now Retrieval quiz SPaG Marking</p>	<p>Coursework LAD</p> <p>End Point: To understand the principles behind enabling individuals with care and support needs to overcome challenges</p> <p>Self and Peer Assessment Do Now Retrieval quiz SPaG Marking</p>	<p>Responsibilities of people who work in H&amp;S care settings (following policies and procedures, healing and supporting recovery, enabling rehabilitation, providing equipment and adaptations to support, providing personal care, supporting routines of service users, assessment and care and support planning.</p> <p><b>Assessment:</b> Unit 5 coursework moderated. Unit 2 LAA past paper questions</p> <p>End Point: To understand the roles of professionals and how they work together to meet individual needs</p> <p>Teacher assessed work – 4 exit tickets (exam questions) Self and Peer Assessment Do Now Retrieval quiz SPaG Marking</p>

Year 13	<p><b>Powerful knowledge</b></p> <p>Specific responsibilities of people who work in H&amp;S care settings (<i>promoting anti-discriminatory practice, empowering individuals, ensuring safety, information management and communication, being accountable to professional bodies.</i>)</p> <p>Multidisciplinary working</p> <p>Monitoring the work of people (<i>line management, external inspection, whistleblowing, service user feedback, criminal investigations</i>)</p> <p>People with specific needs</p> <p>Working practices</p> <p><b>Assessment:</b></p> <p>Exam Past Paper Questions LAA</p> <p>End Point: To understand the roles and responsibilities of people who work in the health and social care sector.</p> <p>Self and Peer Assessment</p> <p>Do Now Retrieval quiz</p> <p>SPaG Marking</p>	<p><b>Powerful knowledge</b></p> <p>Roles of organisations in providing H&amp;S care service: <i>ways services are provided and settings</i></p> <p>Issues that affect access to services (<i>referral, assessment, eligibility criteria, barriers to access</i>)</p> <p>Ways organisations represent interests of service users (<i>charities/patient groups, advocacy, complaints policies, whistleblowing policies</i>)</p> <p>Roles of organisations that regulate and inspect H&amp;S care services (<i>CQC and Ofsted</i>)</p> <p>Organisations that regulate professions, <i>NMC, RCN, HCPC, GMC.</i></p> <p>Responsibilities of organisations towards people who work in H&amp;S care settings (<i>understand how to implement the organisation's codes of practice, meet NOS, undertake CPD, safeguarding</i>)</p> <p>Working with people with specific needs (<i>People with specific needs, working practices</i>)</p> <p><b>Assessment:</b></p> <p>Exam Past Paper Questions LAB</p> <p>End Point: To understand the roles of organisations in the health and social care sector.</p>	<p><b>Powerful knowledge</b></p> <p>Psychological perspectives (<i>Behaviourist, social learning, psychodynamic, humanistic, cognitive, biological, theories of human development</i>)</p> <p>Using perspectives to understand human development and behaviour (<i>Behaviourist, social learning, psychodynamic, humanistic, cognitive, biological</i>)</p> <p>Contribution of psychological perspectives to the management and treatment of service user's specific behaviours (<i>Application of complementary and contrasting psychological theories, specific behaviours related to anxiety and depression, separation and loss, stress and coping, self-harm, prejudice and discrimination, child abuse, addiction, violence and aggression</i>)</p> <p><b>Assessment:</b></p> <p>External Exam Spring 1 (Jan)</p> <p>Coursework LAA</p>	<p><b>Powerful knowledge</b></p> <p>Factors that affect human development and specific behaviours (<i>Physical, social, cultural and emotional, economic, physical environment, psychological</i>)</p> <p>Contribution of psychological perspectives to the management of behaviours (<i>Cognitive behavioural therapy, social learning theory, role of psychodynamic perspective, humanistic perspective, biological perspective</i>)</p> <p>Contribution of psychological perspectives to the treatment of behaviours (<i>Interventions, therapeutic practices, ethical issues, how therapies work, reasons for attending therapy sessions</i>)</p> <p><b>Assessment:</b></p> <p>Coursework LAB</p> <p>End Point: To understand the contribution of psychological perspectives to the management and treatment of service users' specific behaviours.</p>	<p><b>Powerful knowledge</b></p> <p>Behaviour of service users in H&amp;S care settings (<i>Concept of role, conformity to minority/majority, influence e.g. Asch, conformity to social roles e.g. Zimbardo, obedience e.g. Milgram, Attitude change e.g. Festinger, factors influencing hostility and aggression</i>)</p> <p>Practices in H&amp;S settings (<i>Promoting independence and empowerment, value base of care</i>)</p> <p><b>Assessment:</b></p> <p>Coursework LAC</p> <p>End Point: To understand how psychological perspectives are applied in health and social care settings.</p> <p>Self and Peer Assessment</p> <p>Do Now Retrieval quiz</p> <p>SPaG Marking</p>	
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	External Exam Spring 1 (Jan)	Self and Peer Assessment Do Now Retrieval quiz SPaG Marking	End Point: To understand how psychological perspectives contribute to the understanding of human development and behaviour.	Self and Peer Assessment Do Now Retrieval quiz SPaG Marking		
		External Exam Spring 1 (Jan)	Self and Peer Assessment Do Now Retrieval quiz SPaG Marking			