

Curriculum Map 2020-2021

Subject: *Health & Social Care*

		Term 1 (Aug-Oct)	Term 2 (Oct-Dec)	Term 3 (Jan-Feb)	Term 4 (Feb-April)	Term 5 (April-May)	Term 6 (May-July)
Year 10	Unit Assessment task(s)/title(s)	Component 1: Human Lifespan Development Learning Aim A	Component 1: Human Lifespan Development Learning Aim B	Component 1: Human Lifespan Development Learning Aim A&B	Component 2: Health & Social Care Services & Values Learning Aim A	Component 2: Health & Social Care Services & Values Learning Aim B	Component 2: Health & Social Care Services & Values Learning Aim A&B
	Paper / Topic	Understand human growth & development across life stages and the factors that affect it	Investigate how individuals deal with life events	CASE STUDIES	Understand the different types of Health & Social Care services & the barriers to accessing them	Demonstrate care values & review own practice	CASE STUDIES
	Key knowledge	Main life stages P.I.E.S Factors affecting growth & development	Different types of life events e.g. accident, Bereavement Coping with change to life	Analysis of 2 chosen case studies From a list of 4	Primary, Secondary, Tertiary Care Social Care Barriers to access e.g. language, financial	Care Values, e.g. empowering, safeguarding, confidentiality Understand how these can be shown	Analysis of 2 chosen case studies From a list of 4
	Vocabulary instruction	Refer to Curriculum Outline or PLC	Refer to Curriculum Outline or PLC	Refer to Curriculum Outline or PLC	Refer to Curriculum Outline or PLC	Refer to Curriculum Outline or PLC	Refer to Curriculum Outline or PLC
	Subject-specific strand(s)	Development	Life Events	Annotation	Health Care Services	Care Values	Annotation
		Term 1 (Aug-Oct)	Term 2 (Oct-Dec)	Term 3 (Jan-Feb)	Term 4 (Feb-April)	Term 5 (April-May)	Term 6 (May-July)
Year 11	Unit Assessment task(s)/title(s)	Component 3: Health & Wellbeing Learning Aim A	Component 3: Health & Wellbeing Learning Aim A	Component 3: Health & Wellbeing Learning Aim B	Component 3: Health & Wellbeing Learning Aim B	Component 3: Health & Wellbeing Learning Aim C	Component 3: Health & Wellbeing Learning Aim C
	Paper / Topic	Part A Feb 2019 Past Exam Paper	Part A Feb 2019 Past Exam Paper	Part B Feb 2019 Past Exam Paper	Part B Feb 2019 Past Exam Paper	Part C Feb 2019 Past Exam Paper	Part C Feb 2019 Past Exam Paper
	Key knowledge	Definition of Health & Wellbeing Genetic Inheritance Ill Health Diet Exercise Substance Use	Stress Seek Help/Access Financial Resources Environmental Conditions Housing	Health indicators Recovery rate Blood pressure Peak Flow Pulse Rate	Published Guidelines Risks to health Interpreting data on: Inactivity Lifestyle Smoking	Obstacles to plans Psychological issues Time Constraints Available resources Unachievable targets	Lack of support Ability/Disability Addition Barriers to accessing support services

		Personal Hygiene Social Interactions	Impact of Events & Circumstances	Body Mass Index	Alcohol		
	Vocabulary instruction	Refer to Curriculum Outline or PLC	Refer to Curriculum Outline or PLC	Refer to Curriculum Outline or PLC	Refer to Curriculum Outline or PLC	Refer to Curriculum Outline or PLC	Refer to Curriculum Outline or PLC
	Subject-specific strand(s)	Factors affecting health & wellbeing	Factors affecting health & wellbeing	Physiological indicators	Lifestyle indicators	Health & wellbeing improvement plans	Obstacles to implementing plans
		Term 1 (Aug-Oct)	Term 2 (Oct-Dec)	Term 3 (Jan-Feb)	Term 4 (Feb-April)	Term 5 (April-May)	Term 6 (May-July)
Year 12 Ext. Cert.	Unit Assessment task(s)/title(s)	Unit 5: Meeting Individual Care and Support Needs Learning Aim A	Unit 5: Meeting Individual Care and Support Needs Learning Aims B&C	Unit 5: Meeting Individual Care and Support Needs Learning Aim D	Unit 1: Human Lifespan Development Learning Aim A	Unit 1: Human Lifespan Development Learning Aim B	Unit 1: Human Lifespan Development Learning Aim C
	Paper / Topic	Examine principles, values & skills which underpin meeting the care & support needs of individuals	Examine the ethical issues involved providing care & Investigate the principles behind them	Investigate the roles of professionals & how they work together to provide the care & support individuals	May 2018 Past Exam Paper	May 2018 Past Exam Paper	May 2018 Past Exam Paper
	Key knowledge	Equality, diversity & discrimination Skills & personal attributes Developing relationships Empathy & establishing trust	Ethical issues & approaches Legislation Overcoming challenges Promoting personalisation Communication techniques	How agencies work together Roles & responsibilities of key professionals Multi-disciplinary Teams Maintaining confidentiality	Physical, Intellectual, Emotional, Social development through the life stages	Nature/Nuture Debate Genetic Factors Environmental Factors Social Factors Economic Factors Major Life Events Relating to development	Physical Changes of Ageing Psychological Changes of Ageing Societal Effects of Ageing
	Vocabulary instruction	Refer to Curriculum Outline or PLC	Refer to Curriculum Outline or PLC	Refer to Curriculum Outline or PLC	Refer to Curriculum Outline or PLC	Refer to Curriculum Outline or PLC	Refer to Curriculum Outline or PLC
	Subject-specific strand(s)	Values & Skills	Ethical Principles	Multi-Disciplinary Teams	P.I.E.S & Development	Nature/Nuture Debate	Ageing
			Term 1 (Aug-Oct)	Term 2 (Oct-Dec)	Term 3 (Jan-Feb)	Term 4 (Feb-April)	Term 5 (April-May)
Year 12 Dip.	Unit Assessment task(s)/title(s)	Unit 4: Enquiries into Current Research Learning Aim A	Unit 4: Enquiries into Current Research Learning Aim B	Unit 4: Enquiries into Current Research Learning Aim C	Unit 7: Principles of Safe Practice Learning Aim A	Unit 7: Principles of Safe Practice Learning Aim B	Unit 7: Principles of Safe Practice Learning Aims C&D
	Paper / Topic	Domestic violence and women with learning disabilities	Domestic violence and women with learning disabilities	Domestic violence and women with learning disabilities	Examine how a duty of care contributes to safe practice in HSC settings	Understand how to recognise & respond to concerns about abuse & neglect	Investigate the influence of health & safety legislation Ensuring safe practice

	Key knowledge	Why Research? Health Trends Lifestyle Factors	Research Methods Quantitative/Qualitative Planning Research Ethical Issues	Carrying out and reviewing research Secondary sources Evaluation of research	Duty of Care Complaints Procedures	Signs of Abuse & Neglect Factors Responding to concerns Reducing likelihood	Health, safety & legislation Health & safety procedures Responsibilities of staff
	Vocabulary instruction	Refer to Curriculum Outline or PLC	Refer to Curriculum Outline or PLC	Refer to Curriculum Outline or PLC	Refer to Curriculum Outline or PLC	Refer to Curriculum Outline or PLC	Refer to Curriculum Outline or PLC
	Subject-specific strand(s)	Purpose of Research Issues in Research	Research Methodologies	Evaluation of Research	Duty of Care	Abuse & Neglect	Legislation
		Term 1 (Aug-Oct)	Term 2 (Oct-Dec)	Term 3 (Jan-Feb)	Term 4 (Feb-April)	Term 5 (April-May)	Term 6 (May-July)
Year 13 Ext. Cert.	Unit Assessment task(s)/title(s)	Unit 2: Working in Health & Social Care Learning Aim A	Unit 2: Working in Health & Social Care Learning Aim B	Unit 2: Working in Health & Social Care Learning Aim C	Unit 14: Physiological Disorders and their Care Learning Aim A	Unit 14: Physiological Disorders and their Care Learning Aims B&C	Unit 14: Physiological Disorders and their Care Learning Aim D
	Paper / Topic	Jan 2019 Past Exam Paper	Jan 2019 Past Exam Paper	Jan 2019 Past Exam Paper	Investigate the causes & effects of physiological disorders	Examine the investigation & diagnosis Examine the treatments	Develop a treatment plan for an individual with a physiological disorder
	Key knowledge	Roles & Responsibilities of People in HSC Policies & Procedures Multi-disciplinary Monitoring	Organisations in HSC Regulatory bodies & inspections, CQC, Ofsted, NICE, PHE NMC, GMC, HCPC	Physical & Mental Ill Health Sensory Impairments Poor Working Practices	Causes of disorders: Genetic, Lifestyle, Environment Signs & Symptoms	-Investigative procedures/general measurements Diagnostic procedures -Treatments of disorders	Assessing care needs Reviewing care needs Treatment Plan process
	Vocabulary instruction	Refer to Curriculum Outline or PLC	Refer to Curriculum Outline or PLC	Refer to Curriculum Outline or PLC	Refer to Curriculum Outline or PLC	Refer to Curriculum Outline or PLC	Refer to Curriculum Outline or PLC
	Subject-specific strand(s)	Roles & Responsibilities	HSC Organisations	People with Specific Needs	Causes, Signs, Symptoms	Investigate, Diagnosis & Treatment	Treatment Plan
			Term 1 (Aug-Oct)	Term 2 (Oct-Dec)	Term 3 (Jan-Feb)	Term 4 (Feb-April)	Term 5 (April-May)
Year 13 Dip.	Unit Assessment task(s)/title(s)	Unit 19: Nutritional Health Learning Aim A	Unit 19: Nutritional Health Learning Aim A	Unit 19: Nutritional Health Learning Aim A	Unit 8: Promoting Public Health Learning Aim A	Unit 8: Promoting Public Health Learning Aims B&C	Unit 8: Promoting Public Health Learning Aim D
	Paper / Topic	Concepts of Nutritional Health & Essential Nutrients	Factors Effecting Dietary Intake & Nutritional Health	Plan Nutrition to Improve Individual's Nutritional Health	Examine strategies for developing public health policy to improve the health of individuals & the population	-Examine the factors affecting health & the impact of addressing these factors to improve public health -Investigate how health is promoted to improve	Investigate how health promotion encourages individuals to change their behaviour in relation to their own health

						the health of the population	
	Key knowledge	Balanced Diet, Eatwell Plate Interpreting Reference Intakes Essential Nutrients	Dietary Needs of Children, Adults, Elderly Dietary Habits Factors Effecting Diet Methods of Feeding	Assessment of Nutrient Intake MUST Score Nutritional Health Improvement Plan	Strategies for developing Public Health Monitoring Health of the Population Groups that influence	Factors affecting health Socio-economic Impact Global Health Approaches Protecting Wellbeing Environmental	Health promotion campaigns Barriers The media Models & theories Public awareness
	Vocabulary instruction	Refer to Curriculum Outline or PLC	Refer to Curriculum Outline or PLC	Refer to Curriculum Outline or PLC	Refer to Curriculum Outline or PLC	Refer to Curriculum Outline or PLC	Refer to Curriculum Outline or PLC
	Subject-specific strand(s)	Concepts of Nutritional Health	Factors Effecting Nutritional Health	Diet Plan	Improvement Strategies	Factors Affecting Public Health	Health Promotion