



CURIOSITY

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Curriculum Overview







Subject	Health and Social Care	Year group	10/11
Vision statement:	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence-based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>		
Curriculum intent:	<p>The vision of the Health and Social Care Department at Landau Forte is to give learners the opportunity to develop sector-specific knowledge and skills in a positive learning environment. We believe that students deserve a broad and ambitious Health and Social Care curriculum. Students will develop their knowledge and understanding by applying their learning skills in a work-related context. Students are supported and encouraged to take responsibility for their own learning and develop skills that are essential for the modern- day workplace. The students will experience working to deadlines; working from a prescribed brief; presenting information effectively; and accurately completing administrative tasks and processes.</p> <p>Students will develop:</p> <ul style="list-style-type: none"> · Opportunities to gain a broad understanding and knowledge of the Health and Social Care sector. · Give students are more focused understanding of health and social care through the selection of optional specialist unit. · Leadership & Character – participate in lesson through collaborative learning structures; work together in pairs, groups and teams. Lead peers and through different topics develop self-esteem, confidence and resilience. · Give students the opportunity to develop a range of personal skills and techniques, through the selection of units that are essential for successful performance in working life. · Knowledge/Theory – Develop an understanding of ‘human life span development’, and the importance of ‘health and social care values in the sector’. Students will develop vocabulary and support knowledge through role-play, visit to local health and social care settings and case studies. <p>Compassion: Students learn about how compassion fits in with health and social care and how being compassionate towards people creates positivity.</p> <p>Courage: Students develop courage over the duration of the course. This is done by presenting and openly speaking in class discussions. By the end their confidence should grow.</p> <p>Curiosity: Students are expected to be curious about the topics they are learning about and carry out further out of classroom reading/research into these areas.</p>		
Threshold Concepts (TCs):	<p>TC1: Able to apply case studies within the context of health-related questions and theories.</p> <p>TC2: Ability to understand all aspects relating to health – physical, intellectual, emotional, mental impacts with the causes and changes of these.</p>		

TC3: To understand the development of humans from infancy to later adulthood, the changes and effects throughout life relating to environmental and genetic factors.
 TC4: To be able to recite relevant government health legislation and can apply this to case studies and the workplace. E.g., safeguarding issues, data protection, and equality.
 TC5: Have an enthusiasm, motivation and deeper thinking towards real-life health and social care topics. Ideas transferred to classroom discussions with an evaluation and justification of thoughts.

KS3 National Curriculum summary:

- Biology: Students learn about nutrition, obesity, vitamins and minerals, healthy diet, respiration, health and disease, reproduction, inheritance and genetics.
- Physical Education: Students learn about the importance of physical fitness and how it impacts overall holistic health.
- PSHE: Students learn about culture, race, religion, sex and relationships, pregnancy, drugs and alcohol, safety, abuse, mental health.
- Maths: Students learn about interpreting measurements, converting volume, length and mass, reading graphs and charts.

Learner skills:

Critical thinking	Organisation	Collaboration	Adaptability	Oracy	Self-quizzing
					
CRITICAL THINKING	ORGANISATION	COLLABORATION	ADAPTABILITY	ORACY	SELF QUIZZING

Year 10 Health and social care.

	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
The Big Question	How do humans grow and develop across different life stages and what are the factors that affect it?	How do humans grow and develop across different life stages and what are the factors that affect it?	How do different individuals deal with life events?	What are the different types of health and social care services and barriers are there to accessing them?	What are the different types of health and social care services and barriers are there to accessing them?	What are the 7 care values and how can we use them when working in the health and social care sector?
Big picture questions:	How do humans grow and develop across different life stages and what are the factors that affect it?	How do humans grow and develop across different life stages and what are the factors that affect it? What do we mean by physical development?	What is a life event? How can this impact of development- Physically/ intellectually/	What are primary care services? What are secondary care services?	What are primary care services? What are secondary care services?	What are the 7 care values? How can the 7 care values be shown when working in health and social care settings?



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	<p>What do we mean by physical development? What do we mean by Intellectual development? What do we mean by Emotional development? What do we mean by social development? What happens at each life stage?</p>	<p>What do we mean by Intellectual development? What do we mean by Emotional development? What do we mean by social development? What happens at each life stage?</p>	<p>emotionally/ socially? What do we mean by an expected life event/ unexpected life event? How do we deal with different life events? How do we adapt to different life events? What types of support exist for us to help deal with life events?</p>	<p>What are tertiary care services? What are allied health care services? What services are available for the different life stages in health and social care? What are the different types of barriers that are faced by those trying to access health and social care services? What are the barriers for the health and social care services? How do individuals overcome barriers to accessing services?</p>	<p>What are tertiary care services? What are allied health care services? What services are available for the different life stages in health and social care? What are the different types of barriers that are faced by those trying to access health and social care services? What are the barriers for the health and social care services? How do individuals overcome barriers to accessing services?</p>	<p>How do we show an awareness of safeguarding? How do we apply these care values in different situations? How do we deal with feedback to inform and improve own practice?</p>
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Content (Linked to TCs):	Component 1: Human Lifespan Development Learning Aim A T1/T2/T3/T4/T5	Component 1: Human Lifespan Development Learning Aims A&B T1/T2/T3/T4/T5	Component 1: Human Lifespan Development Learning Aim B T1/T2/T3/T4/T5	Component 2: Health & Social Care Services & Values Learning Aim A T1/T2/T3/T4/T5	Component 2: Health & Social Care Services & Values Learning Aims A&B T1/T2/T3/T4/T5	Component 2: Health & Social Care Services & Values Learning Aim B T1/T2/T3/T4/T5
Key vocabulary:	Baby/ toddler/ child/ adolescent/ adult/ elderly/ physical/ intellectual/ emotional/ social/ Early development/ gender/ puberty/ lifestyle/ menopause/ memory/ recall/ language development/ self-esteem/ genetic inheritance/ genetic disorders/ relationships/economic factors	Baby/ toddler/ child/ adolescent/ adult/ elderly/ physical/ intellectual/ emotional/ social/ Early development/ gender/ puberty/ lifestyle/ menopause/ memory/ recall/ language development/ self-esteem/ genetic inheritance/ genetic disorders/ relationships/economic factors	Physical/ intellectual/ emotional/ social/Life event/ expected/ unexpected/ relationship/ life circumstances/ resilience/ adapt/ support/ informal support/ formal support/ professional support/ voluntary support	Primary/ secondary/ tertiary/ allied health professionals/ GP/ Pharmacy/ dentist/ opticians/ hospital/ referred/ hospice/ palliative care/ end of life/ clinical support/ paramedic/ dietician/ physiotherapist/ radiographer/ foster care/ residential care/ youth work/ learning disabilities/ sensory impairment/ long term health conditions/ domiciliary care	Sensory barriers/ physical barriers/ social, cultural, psychological barriers, language barriers, geographical barriers, intellectual barriers, resource barriers for service providers, financial barriers	Empowering and promoting independence/ respect for others/ Maintaining confidentiality/ preserving dignity/ effective communication/ safeguarding and duty of care/ promoting anti-discriminatory practice/ compassion/empathy/ mistakes/ review practice/ feedback/ SMART targets
Assessment:	Whole class feedback in books (formative) End of topic test (Summative)	Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews/ BTEC set	Whole class feedback in books (formative) End of topic test (Summative)	Whole class feedback in books (formative) End of topic test (Summative)	Whole class feedback in books (formative) End of topic test (Summative)	Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews/ BTEC set



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	Mini quizzes/ recall Do now/ Exit ticket reviews BTEC set assignments and feedback sheets.	assignments and feedback sheets.	Mini quizzes/ recall Do now/ Exit ticket reviews/ BTEC set assignments and feedback sheets. Midyear test.	Mini quizzes/ recall Do now/ Exit ticket reviews/ BTEC set assignments and feedback sheets.	Mini quizzes/ recall Do now/ Exit ticket reviews/ BTEC set assignments and feedback sheets.	assignments and feedback sheets. End of year test.
Key/Historical misconceptions in this unit:	Difference in life stages and individual needs. The intellectual needs and development.	Difference in life stages and individual needs. The intellectual needs and development. Written assessment depth for the higher marks.	How people adapt to change. The different types of support available.	The difference between primary, secondary, tertiary and allied health care and examples of these. How referrals work from one service to another. Types of learning and medical difficulties faced by people.	The wider consequences and factors for barriers faced by individuals and services.	How to show anti-discrimination in role plays and scripts. Safeguarding and the wider impact on how to keep vulnerable people safe. What to do in a safeguarding situation. Showing dignity to someone.
Sequencing:	We have chosen to sequence the year 2022-2023 curriculum like this for KS4 as the components are interrelated and they are best seen as part of an integrated whole rather than as totally distinct study areas. Students must be given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed.					
Values	Curiosity: Exploring the new different topics in Health and social care, setting a platform into year 11 and beyond in the subject area. Compassion: Learning about needs of others and caring for them in a variety of settings. Understanding the 7 care values and PIES development of life stages. Courage: Taking risks with own assignment based work.					
National Curriculum plus:	In addition to teaching the statutory elements of the national curriculum, we also include some elements required at KS4 to ensure a solid foundation is built early on in the KS3 journey. Courage, Curiosity & Compassion is embedded and cross referenced through all lessons where best fits. The idea of building vocational and careers links through language of aspiration eg calling our students health care professionals etc. and encouraging those wider real-world links to the subject we teach. Also, through linking the curriculum back to careers and real-world experiences in industry e.g. how to meet the needs of individuals in our care, knowing care values and how to integrate these into professional practice.					
	Year 11 Health and social care.					



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	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
The Big Question	What factors affect health and wellbeing?	What factors affect health and wellbeing?	What are health indicators and how to we interpret them?	What are health indicators and how to we interpret them?	What is a person-centred health and wellbeing improvement plan and how are they used?	
Big picture questions:	<p>What is the definition of health and wellbeing?</p> <p>What is genetic inheritance?</p> <p>What is meant by ill health?</p> <p>How does diet impact on health and wellbeing?</p> <p>How does exercise and staying physically active impact on our health and wellbeing?</p> <p>What is meant by substance use and abuse?</p> <p>What do mean by personal hygiene and does impact on health and social care?</p>	<p>How do social interactions impact on health and wellbeing?</p> <p>How does stress impact on health and wellbeing/</p> <p>Why and how would we need to seek help and advice for health and wellbeing?</p> <p>What are financial resources and how does this impact on health and wellbeing? Why does the environment impact on health and wellbeing?</p> <p>How does housing impact on health and wellbeing? How do life events impact on health and wellbeing?</p>	<p>What are health indicators?</p> <p>What is a pulse rate and how is this a health indicator?</p> <p>What is blood pressure and how is this a health indicator? What is meant by peak flow and why is this an indicator or health?</p> <p>What do we mean by body mass index and how is this an indicator of health?</p>	<p>How do we used published guidelines to interpret health indicators?</p> <p>What are the risks to physical health of abnormal readings?</p> <p>How do we use life style data and interpret it?</p> <p>How do we use life style data for smoking and interpret it?</p> <p>How do we use life style data for alcohol and interpret it?</p> <p>How do we use life style data for inactivity and interpret it?</p>	<p>What is the importance of person- centred approaches in health and social care?</p> <p>How can we recommend actions to improve an individual's health and wellbeing?</p> <p>What are short and long term targets?</p> <p>What sources of support is available for health and wellbeing?</p> <p>What are the potential obstacles to implementing plans for health and wellbeing?</p> <p>What is meant by emotional and physical obstacles in health and wellbeing?</p> <p>What is a time constraint in health and wellbeing/</p>	



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					<p>What is meant by available resources for health and wellbeing?</p> <p>What is meant by availability of resources for health and wellbeing?</p> <p>What are unachievable targets and how do they impact on health and wellbeing?</p> <p>What is meant by lack of support and how does this impact on health and wellbeing?</p> <p>What are barriers to accessing identified services?</p> <p>How do we create a health and wellbeing improvement plan?</p>	
Content (Linked to TCs):	<p>Component 3: Health & Wellbeing Learning Aim A</p> <p>T1/T2/T3/T4/T5</p>	<p>Component 3: Health & Wellbeing Learning Aim A</p> <p>T1/T2/T3/T4/T5</p>	<p>Component 3: Health & Wellbeing Learning Aim B</p> <p>T1/T2/T3/T4/T5</p>	<p>Component 3: Health & Wellbeing Learning Aim B</p> <p>T1/T2/T3/T4/T5</p>	<p>Component 3: Health & Wellbeing Learning Aim C</p> <p>T1/T2/T3/T4/T5</p>	



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<p>Key vocabulary:</p>	<p>Physical/ intellectual/ emotional/ social/life stages/health and wellbeing/ genetic inheritance/ genetic disorders/ relationships/economic factors / ill health/ chronic/ acute/ diet/ eat well guide/ nutrients/ diet related conditions/ physical activity/ abuse or substances/ personal hygiene.</p>	<p>Social interactions/ relationships/ social isolation/ social integration/ stress/ adrenaline/ culture/ gender/ education/ wealth/ social class/ income/ poverty/ pollution/ air pollution/ noise pollution/ home environment/ rural and urban living/ living conditions/ self-esteem/parenthood/ marriage/ divorce/ bereavement/ imprisonment.</p>	<p>Health indicators/ measurable indicators/ lifestyle/ observed indicators/ pulse rate/ resting pulse rate/ recovery after exercise/ blood pressure/ high blood pressure/ low blood pressure/ peak flow/ body mass index/ body fat/ obese/ underweight.</p>	<p>Published guidelines/ reasoned judgements/ abnormal readings/ interpret data/ setting targets/ NHS/ Smoking/ alcohol/ safe limits/ inactivity/ public health England.</p>	<p>Person- centred approach/ collaboration/ goal/ target/ indicators/ physiological/ health and well-being improvement plan/ short and long term targets/ SMART targets/ support/ formal/ informal support/ obstacles/ psychological/ low self-esteem/ acceptance/ time constraints/ financial constraints/ physical constraints/ unachievable targets/ unrealistic time scales/ ability/ disability/ addiction.</p>	
<p>Assessment:</p>	<p>Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews.</p>	<p>Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews/ BTEC mock exams and tests based on exam questions.</p>	<p>Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews/ BTEC mock exams and tests based</p>	<p>Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews/ BTEC</p>	<p>Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews/ BTEC</p>	



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	BTEC mock exams and tests based on exam questions.		on exam questions. First chance for BTEC Health and social care component C exam.	mock exams and tests based on exam questions.	mock exams and tests based on exam questions. Final chance for BTEC Health and social care component C exam.	
Key/Historical misconceptions in this unit:	The impact genetics can have on health and wellbeing. The impact diet and lifestyle can have on health and wellbeing.	The impact of social and emotional factors on health and wellbeing. The impact of the environment on health and wellbeing.	How to measure an individual's health and wellbeing. The health indicators used for measurement.	How to read health data. The importance of reading lifestyle data.	The difference between current and future health risks The difference between short term and long term targets The impact of lack of support for individuals.	
Sequencing:	We have chosen to sequence the year 2022-2023 curriculum like this for KS4 as the components are interrelated and they are best seen as part of an integrated whole rather than as totally distinct study areas. Students must be given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed.					
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