

Subject: **Health and Social Care**

Year Group: **12**

(Timelines e.g., Autumn 1 can be adjusted depending on the needs of the subject area to ensure a fair reflection of the cohort's curriculum intent).

Content Delivered Core knowledge		Content Delivered Core knowledge		Content Delivered Core knowledge	
Autumn 1 September – October	Autumn 2 November – December	Spring 1 January - February	Spring 2 March - April	Summer 1 April - May	Summer 2 June-July
Coursework – Unit 1 Building positive relationships in health and social care Examination – Unit 2 Equality, Diversity & Rights	Coursework – Unit 1 Building positive relationships in health and social care Examination – Unit 2 Equality, Diversity & Rights	Coursework – Unit 1 Building positive relationships in health and social care Examination – Unit 3 Health, safety and security in health and social care	Coursework – Unit 1 Building positive relationships in health and social care Examination – Unit 3 Health, safety and security in health and social care	Coursework – Unit 13 Sexual health, reproduction and early development stages Examination – Unit 3 Health, safety and security in health and social care	Coursework – Unit 13 Sexual health, reproduction and early development stages Examination – Unit 4 Anatomy and physiology in health and social care
<b>Key Curriculum Skills:</b> <i>True or false</i> Identify 'correct' statements Describe or Explain Evaluate Complete tables Application Analysis	<b>Key Curriculum Skills:</b> <i>True or false</i> Identify 'correct' statements Describe or Explain Evaluate Complete tables Application Analysis	<b>Key Curriculum Skills:</b> <i>True or false</i> Identify 'correct' statements Describe or Explain Evaluate Complete tables Application Analysis	<b>Key Curriculum Skills:</b> <i>True or false</i> Identify 'correct' statements Describe or Explain Evaluate Complete tables Application Analysis	<b>Key Curriculum Skills:</b> <i>True or false</i> Identify 'correct' statements Describe or Explain Evaluate Complete tables Application Analysis	<b>Key Curriculum Skills:</b> <i>True or false</i> Label diagrams <i>True or false</i> Identify 'correct' statements Identify a part of the system, processes, symptoms, causes Compare structures/ functions Describe or Explain biological processes Evaluate and Analyse Complete tables Complete sequences of a process
<b>Key Knowledge (Cultural Capital and Content):</b> Coursework  Unit 1 LO1 Understand relationships in health, social care or child care environments 1.1 types of relationships 1.2 relationship contexts 1.3 how context can impact relationships  Examination 1.1 Understand the concepts of equality, diversity and rights 1.2 Application of Concepts 1.3 Support Networks 2.1 Discriminatory Practice 2.2 Individuals affected 2.3 Impact on individuals	<b>Key Knowledge (Cultural Capital and Content):</b> Coursework  Unit 1 LO2 Understand the factors that influence the building of relationships 1.1 communication factors 1.2 cultural factors 1.3 environmental factors 1.4 spiritual factors 1.5 physical factors  Examination 3.1 Key aspects of current legislation 3.2 Overview of the national initiatives 3.3 Impact of legislation and national initiatives 4.1 Applying best practice in health, social care or childcare environments 4.2 Explaining discriminatory practice in health, social care or childcare environments 4.3 Choosing appropriate action/ response to promote equality, diversity & rights	<b>Key Knowledge (Cultural Capital and Content):</b> Coursework  Unit 1 LO3 Understand how a person-centred approach builds positive relationships in health, social care or childcare environments  1.1 strategies to ensure a person-centred approach 1.2 How a person-centred approach supports positive relationships  Examination Revision for Examination – Paper 2 1.1. Types of hazards 1.2 Potential impacts of hazards for individuals who require care or support, employees, or employers 1.3 Harm and abuse 1.4 Types of settings	<b>Key Knowledge (Cultural Capital and Content):</b> Coursework  Unit 1 LO4 be able to use communication skills effectively to build relationships in a health, social care or child care environment 1.1 communication skills 1.2 effectiveness of interactions 1.3 aspects of reflective practice  Examination 2.1 Legislation 2.2 Safeguarding 2.3 Influences of legislation 2.4 Implementation of policies and procedures 2.5 Review of policies and procedures 3.1 Roles	<b>Key Knowledge (Cultural Capital and Content):</b> Coursework  Unit 13 LO1 Understand sexual health and contraception 1.1 sexual consent 1.2 sexual health 1.3 methods of contraception  Examination 3.2 Responsibilities 3.3 Consequences of not meeting responsibilities 4.1 Incidents and emergencies 4.2 Responses to incidents and emergencies 4.3 Responsibilities of a first aider	<b>Key Knowledge (Cultural Capital and Content):</b> Coursework  Unit 13 LO2 Understand the importance of prenatal health and the process of conception 2.1 factors which can affect conception 2.2 process of conception  Unit 13 LO3 Know the factors that could affect health in pregnancy and the success of the birth 3.1 conditions in utero 3.2 factors which may affect the health of the uterus  Examination
<b>Assessment:</b> Coursework deadlines Wk. 7 Unit LO1 submission  Examination Wk. 4 Assessment of LO1 (Unit 2) Wk.7 Assessment of LO2 (Unit 2)	<b>Assessment:</b> Coursework deadlines Week 7 Unit 1 LO2 submission  Examination Wk. 4 Assessment of LO1 (Unit 2) Wk.7 Assessment of LO2 (Unit 2)	<b>Assessment:</b> Coursework deadlines Week 7 Unit 1 LO3 Submission  Examination External examination – Unit 2 Equality, Diversity and Rights in Health and Social Care. Week 6 Assessment of LO1 (U3)	<b>Assessment:</b> Coursework deadlines Week 6 Unit 1 LO4 Submission	<b>Assessment:</b> Coursework deadlines Week 6 Unit 13 LO1 Submission	<b>Assessment:</b> Coursework deadlines Week 3 Unit 13 LO2 Submission Week 6 Unit 13 LO3 submission  Examination External examination – Unit 3 -
<b>Literacy Curriculum:</b> Reading -	<b>Literacy Curriculum:</b> Reading	<b>Literacy Curriculum:</b> Reading	<b>Literacy Curriculum:</b> Reading	<b>Literacy Curriculum:</b> Reading	<b>Literacy Curriculum:</b> Reading
<b>Writing</b> Coursework: Explaining different types of relationships Analysing the role that context plays in relationships	<b>Writing</b> Coursework: Explain factors that influence the building of positive relationships	<b>Writing</b> Coursework: Explain strategies to ensure a person-centred approach, analyse how a person-centred approach supports the building of positive relationships	<b>Writing</b> Coursework: Review the effectiveness of communication skills used, justify the use of reflective practice	<b>Writing</b> Coursework- Describe how STI's could affect health and wellbeing, summarise ways in which an individual can be protected, explain contraception, analyse approaches and evaluated the effectiveness of legislation	<b>Writing</b> Coursework- Explain the process of conception, assess ways in which individuals can ensure a healthy conception, identify disabilities which occur in utero, describe factors that affect the health of the foetus

<b>Oracy</b>	<b>Oracy</b> Coursework – Examination – LO2 'Key aspects of current legislation' presentation	<b>Oracy</b> Coursework: Presentation on strategies to ensure a person- centred approach	<b>Oracy</b> Coursework – one to one and group role-play	<b>Oracy</b>	<b>Oracy</b>
<b>Home Learning</b>	<b>Home Learning</b>	<b>Home Learning</b>	<b>Home Learning</b>	<b>Home Learning</b>	<b>Home Learning</b>
CW - Students must complete coursework LOs to meet internal deadlines within timeframe. Exam – Research and retrieval activities	CW - Students must complete coursework LOs to meet internal deadlines within timeframe. Exam – Research and retrieval activities	CW - Students must complete coursework LOs to meet internal deadlines within timeframe. Exam – Research and retrieval activities	CW - Students must complete coursework LOs to meet internal deadlines within timeframe. Exam – Research and retrieval activities	CW - Students must complete coursework LOs to meet internal deadlines within timeframe. Exam – Research and retrieval activities	CW - Students must complete coursework LOs to meet internal deadlines within timeframe. Exam – Research and retrieval activities

Subject: **Health and Social Care**

Year Group: **13**

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Coursework – Unit 13 Sexual health, reproduction and early development stages Examination – Unit 4 – Anatomy and Physiology	Coursework – Unit 13 Sexual health, reproduction and early development stages Examination – Unit 4 – Anatomy and Physiology	Coursework – Unit 10 Nutrition for health Examination – Unit 4 – Anatomy and Physiology	Coursework – Unit 10 Nutrition for health Examination – Unit 4 – Anatomy and Physiology	Examination – Unit 4 – Anatomy and Physiology	Examination – Unit 4 – Anatomy and Physiology
<b>Key Curriculum Skills:</b> <i>Label diagrams</i> <i>True or false</i> <i>Identify 'correct' statements</i> <i>Identify a part of the system, processes, symptoms, causes</i> <i>Compare structures/ functions</i> <i>Describe or Explain biological processes</i> <i>Evaluate monitoring, treatment, care needs, lifestyle changes</i> <i>Complete tables</i> <i>Complete sequences of a process</i>	<b>Key Curriculum Skills:</b> <i>Label diagrams</i> <i>True or false</i> <i>Identify 'correct' statements</i> <i>Identify a part of the system, processes, symptoms, causes</i> <i>Compare structures/ functions</i> <i>Describe or Explain biological processes</i> <i>Evaluate monitoring, treatment, care needs, lifestyle changes</i> <i>Complete tables</i> <i>Complete sequences of a process</i>	<b>Key Curriculum Skills:</b> <i>Label diagrams</i> <i>True or false</i> <i>Identify 'correct' statements</i> <i>Identify a part of the system, processes, symptoms, causes</i> <i>Compare structures/ functions</i> <i>Describe or Explain biological processes</i> <i>Evaluate monitoring, treatment, care needs, lifestyle changes</i> <i>Complete tables</i> <i>Complete sequences of a process</i>	<b>Key Curriculum Skills:</b> <i>Label diagrams</i> <i>True or false</i> <i>Identify 'correct' statements</i> <i>Identify a part of the system, processes, symptoms, causes</i> <i>Compare structures/ functions</i> <i>Describe or Explain biological processes</i> <i>Evaluate monitoring, treatment, care needs, lifestyle changes</i> <i>Complete tables</i> <i>Complete sequences of a process</i>	<b>Key Curriculum Skills:</b> <i>Label diagrams</i> <i>True or false</i> <i>Identify 'correct' statements</i> <i>Identify a part of the system, processes, symptoms, causes</i> <i>Compare structures/ functions</i> <i>Describe or Explain biological processes</i> <i>Evaluate monitoring, treatment, care needs, lifestyle changes</i> <i>Complete tables</i> <i>Complete sequences of a process</i>	<b>Key Curriculum Skills:</b> <i>Label diagrams</i> <i>True or false</i> <i>Identify 'correct' statements</i> <i>Identify a part of the system, processes, symptoms, causes</i> <i>Compare structures/ functions</i> <i>Describe or Explain biological processes</i> <i>Evaluate monitoring, treatment, care needs, lifestyle changes</i> <i>Complete tables</i> <i>Complete sequences of a process</i>
<b>Key Knowledge (Cultural Capital and Content):</b> Coursework <b>Unit 13 LO4 Understand the stages of pregnancy and birth and the post natal care of the mother</b> 4.1 gestation 4.2 the birth process 4.3 postnatal care of the mother 4.4 types of support  <b>Examination</b> Refresher – LO1 1.1-1.4 1.5 Control & regulation of cardiac cycle 1.6 Types, structure & function of blood vessels 1.7 Formation of tissue fluid & lymph 1.8 Cardiovascular malfunctions 1.9 Monitoring, treatment and care LO1  2.1 Respiratory system 2.2 Inspiration and Expiration 2.3 Gaseous Exchange 2.4 Cellular respiration 2.5 Respiratory malfunctions 2.6 Monitoring, treatment, care (Part 1)	<b>Key Knowledge (Cultural Capital and Content):</b> Coursework <b>Unit 13 LO5 Understand the care and development of the baby in the first year of life</b> 5.1 Developmental stages 5.2 care and nutrition of the new-born to 1 year old 5.3 health and social care and early years services  <b>Examination</b> 4.1 Structure of bone 4.2 Types of joint 4.3 Components of synovial joint 4.4 Muscle action around a joint 4.5 Musculoskeletal malfunctions 4.6 Monitoring, treatment & care  6.1 Structure of the eye 6.2 Structure of the ear 6.3 Malfunctions of the eye and ear 6.4 Monitoring, treatment and care	<b>Key Knowledge (Cultural Capital and Content):</b> Coursework <b>Unit 10 LO1 Understand diet and nutrition guidelines</b> 1.1 Dietary intake guidelines 1.2 Energy balance, 1.3 Nutritional 1.4 Food labelling regulations,  <b>Unit 10 LO2 Understand the function of nutrients</b> 2.1 Nutrients, 2.2 Functions 2.3 Dietary needs of individuals 2.4 Effects of nutritional deficiencies (  <b>Examination</b> 3.1 Gross structure of digestive system & functions 3.2 Mechanical & chemical digestion 3.3 Digestive roles of liver & pancreas 3.4 Absorption & assimilation 3.5 Digestive malfunctions 3.6 Monitoring, treatment & care	<b>Key Knowledge (Cultural Capital and Content):</b> Coursework <b>Unit 10 LO3 Understands factors which influence nutritional health</b> 3.1 Health factors 3.2 Lifestyle factors 3.3 Economic factors 3.4 Sociocultural factors 3.5 Educational factors 3.6 Personal preference 3.7 Fluid balance 3.8 Labelling  <b>Unit 10 LO4 be able to make recommendations to improve nutritional health</b> 4.1 Record food intake 4.2 Review sources of nutritional information 4.3 Quantitative analysis 4.4 Compare to daily recommended intakes 4.5 Create nutritional plan 4.6 Analyse lifestyle influences  <b>Examination</b> 5.1 Components of nerve system 5.2 Structure & function of brain 5.3 Nerve action 5.4 Organisation & functions of endocrine system 5.5 Structure of kidney & 5.6 Function of kidney 5.7 Breakdown function of liver 5.8 Concept of homeostasis	<b>Key Knowledge (Cultural Capital and Content):</b> <b>Examination</b> Revision of Unit 4 LO1 Cardiovascular System Revision of Unit 4 LO2 Respiratory System Revision of Unit 4 LO3 Digestive System Revision of Unit 4 LO4 MusculoSkeletal System Revision of Unit 4 LO5 Regulatory System Revision of Unit 4 LO6 Sensory System	Course Completed

			5.9 Malfunctions of control & regulatory systems		
<b>Assessment:</b>	<b>Assessment:</b>	<b>Assessment:</b>	<b>Assessment:</b>	<b>Assessment:</b>	<b>Assessment:</b>
<b>Coursework deadlines</b> Week 7 Unit 13 LO4 Submission  <b>Examination</b> Wk. 4 Assessment of LO1 (Unit 2) Wk.7 Assessment of LO2 (Unit 2)	<b>Coursework deadlines</b> Week 7 Unit 13 LO5 submission  <b>Examination</b> Wk. 4 Assessment of LO1 (Unit 2) Wk.7 Assessment of LO2 (Unit 2)	<b>Coursework deadlines</b> Week 3 unit 10 LO1 submission Week 6 Unit 10 LO2 submission  <b>Examination</b> Week 6 Assessment of LO1 (U3) <b>External examination – Unit 4 (possible re-sit dependent on individual student outcomes)</b>	<b>Coursework deadlines</b> Week 3 Unit 10 LO3 submission Week 6 Unit 10 LO4 submission	<b>Coursework deadlines</b>	<b>Coursework deadlines</b>  <b>Examination</b> <b>External examination – Unit 4</b> <b>Possible re-sits (dependent on individual student outcomes)</b>
<b>Literacy Curriculum:</b>	<b>Literacy Curriculum:</b>	<b>Literacy Curriculum:</b>	<b>Literacy Curriculum:</b>	<b>Literacy Curriculum:</b>	<b>Literacy Curriculum:</b>
<b>Reading -</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	
<b>Writing</b> Write a small script between a doctor and patient explaining the urgency needed for medical intervention for a cardiovascular malfunction.  Coursework: describe the stages of gestation, explain the birth process, identify support available to postnatal mothers, assess the importance of post-natal care	<b>Writing</b> Write a small script between an employer and employee about the adaptations in the work environment needed for a sensory malfunction.  Coursework- Explain the expected pattern of development for the baby in its first year, explain positive and negative factors influencing development, analyse ways in which HSC services could influence the care and development of the first year of life	<b>Writing</b> Create a care plan for a patient suffering from a digestive malfunction.  Coursework- Describe nutritional and diet guidelines, Describe the functions of nutrients., Explain how nutritional requirements differ for individuals, Analyse the possible effects of poor nutrition for different individuals	<b>Writing</b>  Coursework- Explain factors which influence nutritional health, Evaluate the possible causes of poor nutrition for different individuals. Evaluate the diet and nutrition of a chosen individual, Develop a dietary plan to improve the nutritional health of an individual, Analyse the sustainability of a dietary plan for a chosen individual	<b>Writing</b>	
<b>Oracy</b> Coursework – role-play Examination – Perform script	<b>Oracy</b> Coursework – Examination – Perform script	<b>Oracy –</b>	<b>Oracy –</b> Research presentations	<b>Oracy –</b> Speed Dating revision Dominoes revision	
<b>Home Learning</b>	<b>Home Learning</b>	<b>Home Learning</b>	<b>Home Learning</b>	<b>Home Learning</b>	<b>Home Learning</b>
CW - Students must complete coursework LOs to meet internal deadlines within timeframe. Exam – Research and retrieval activities	CW - Students must complete coursework LOs to meet internal deadlines within timeframe. Exam – Research and retrieval activities	CW - Students must complete coursework LOs to meet internal deadlines within timeframe. Exam – Research and retrieval activities	CW - Students must complete coursework LOs to meet internal deadlines within timeframe. Exam – Research and retrieval activities	Revision activities	