



CURIOSITY

COMPASSION

COURAGE

## Curriculum Overview 2023



Subject	Health and Social Care	Year group	12/13
<b>Vision statement:</b>	<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>		
<b>Curriculum intent:</b>	<p><b>The vision</b> 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.</p> <p>The students will experience working to deadlines; working from a prescribed brief; presenting information effectively; and accurately completing administrative tasks and processes.</p> <p><b>Students will develop:</b></p> <ul style="list-style-type: none"><li>· Opportunities to gain a broad understanding and knowledge of the Health and Social Care sector.</li><li>· Give students are more focused understanding of health and social care through the selection of optional specialist unit.</li><li>· Leadership &amp; 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.</li><li>· 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.</li><li>· Knowledge/Theory – Develop an understanding of 'human life span development', and the importance of 'health and social care values in the sector'.</li></ul> <p>Students will develop vocabulary and support knowledge through role-play, visit to local health and social care settings and case studies</p> <p><b>Our pedagogy is underpinned by:</b></p> <ul style="list-style-type: none"><li>· Clear modelling of specific skills/concepts and high-quality teacher instruction.</li><li>· Using errors as a learning opportunity and building resilience.</li><li>· The importance of given students' regular opportunities to improve their work.</li></ul>		









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	<ul style="list-style-type: none"> <li>Students to understand what they are doing well and how they need to improve.</li> <li>A range of strategies to deepen knowledge so that it is committed to the long-term memory.</li> </ul>					
<b>Threshold Concepts (TCs):</b>	<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> <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.</p> <p>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.</p> <p>TC5: Have an enthusiasm, motivation and deeper thinking towards real-life health and social care topics. Ideas transferred to classroom discussions with an evaluation.</p>					
<b>KS4 National Curriculum summary:</b>	<ul style="list-style-type: none"> <li>Sociology: Research methods- quantitative and qualitative, culture, identity, health, illness, disability and the body, inequalities in health.</li> <li>Psychology: Theories of development; Ainsworth, Bowlby, Piaget, Gessell, Chomsky, Henry and Cummings. Research methods.</li> <li>PHSE: role and workplaces in the H&amp;SC Sector, sex and relationships, identity, cultural differences and work experience</li> <li>BTEC Sport: Body systems; respiratory, cardiovascular, musculoskeletal and energy</li> <li>Biology: cells, body systems, blood, organ functions and bones</li> </ul>					
<b>Learner skills:</b>	Critical thinking  CRITICAL THINKING	Organisation  ORGANISATION	Collaboration  COLLABORATION	Adaptability  ADAPTABILITY	Oracy  ORACY	Self-quizzing  SELF QUIZZING
	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
<b>The Big Question</b>	<b>What is Health and Social Care?</b>					
<b>Big picture questions: Year 12</b>	Ext. Cert.- unit 5 What principles, values and skills underpin	Ext. Cert. - unit 5 What ethical issues are involved when	Ext. Cert.- unit 5 How do you investigate principles behind	Ext. Cert.- unit 1 How do we grow and develop physically,	Ext. Cert.- unit 1	Ext. Cert.- unit 1 What are the physical, psychological and



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	<p>meeting the care and support needs for individuals?</p> <p><b>Dip.- unit 4</b> What are the types of research carried out in the Health and Social care sector?</p> <p><b>Ext. Dip.- unit 12</b> What reasons are there for why individuals many experience additional needs?</p>	<p>providing care and support to meet individual needs?</p> <p><b>Dip.- unit 4</b> What research methods are used in Health and Social care and how is research undertaken?</p> <p><b>Ext. Dip.- unit 12</b> How do you overcome daily living challenges faced by people with additional needs? What does current practice and provision is there for those with additional needs?</p>	<p>enabling individuals with care and support needs to overcome challenges and what role do professionals play in providing support?</p> <p><b>Dip.- unit 4</b> How do you select relevant secondary research and how is it evaluated?</p> <p><b>Ext. Dip.- unit 17</b> What are the types, causes and symptoms of dementia? What are the effects of dementia on those with the condition?</p>	<p>intellectually, emotionally and socially across the life stages?</p> <p><b>Dip.- unit 7</b> How does a duty of care contribute to safe practice in health and social care settings?</p> <p><b>Ext. Dip.- unit 17</b> How does the concept of person-centred care maintain quality of life and wellbeing for people with dementia?</p>	<p>What factors effect human growth and development?</p> <p><b>Dip.- unit 7</b> How do you recognise and respond to concerns about abuse and neglect in a health and social care setting?</p> <p><b>Ext. Dip.- unit 18</b> How do patterns, principles and theories contribute to an understanding of growth and development in children from birth to eight?</p>	<p>societal effects of ageing?</p> <p><b>Dip.- unit 7</b> How influential is health and safety legislation and policies in a health and social care setting? What procedures and responsibilities are in place in health and social care settings to maintain health and safety and respond to accidents and emergencies?</p> <p><b>Ext. Dip.- unit 18</b> What factors impact children's growth and development? How is assessment used to identify children's stages of growth and development and their support needs?</p>
<p><b>Content</b> <b>(Linked to TCs):</b></p>	<p><b>Ext. Cert.</b> Unit 5: Meeting Individual Care and Support Needs Learning Aim A TC1/TC2/TC4/TC5</p> <p><b>Dip.</b></p>	<p><b>Ext. Cert.</b> Unit 5: Meeting Individual Care and Support Needs Learning Aims B&amp;C TC1/TC2/TC4/TC5</p> <p><b>Dip.</b></p>	<p><b>Ext. Cert.</b> Unit 5: Meeting Individual Care and Support Needs Learning Aim D TC1/TC2/TC4/TC5</p> <p><b>Dip.</b></p>	<p><b>Ext. Cert.</b> Unit 1: Human Lifespan Development Learning Aim A TC1/TC2/TC3/TC4/TC5</p> <p><b>Dip.</b></p>	<p><b>Ext. Cert.</b> Unit 1: Human Lifespan Development Learning Aim B TC1/TC2/TC3/TC4/TC5</p> <p><b>Dip.</b></p>	<p><b>Ext. Cert.</b> Unit 1: Human Lifespan Development Learning Aim C TC1/TC2/TC3/TC4/TC5</p> <p><b>Dip.</b></p>



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	<p>Unit 4: Enquiries into Current Research Learning Aim TC4/TC5</p> <p><b>Ext. Dip.</b> Unit 12: Supporting Individuals with Additional Needs Learning Aim A TC1/TC2/TC3/TC4/TC5</p>	<p>Unit 4: Enquiries into Current Research Learning Aim B TC4/TC5</p> <p><b>Ext. Dip.</b> Unit 12: Supporting Individuals with Additional Needs Learning Aims B&amp;C TC1/TC2/TC3/TC4/TC5</p>	<p>Unit 4: Enquiries into Current Research Learning Aim C TC4/TC5</p> <p><b>Ext. Dip.</b> Unit 17: Caring for Individuals with Dementia Learning Aims A&amp;B TC1/TC2/TC3/TC5</p>	<p>Unit 7: Principles of Safe Practice Learning Aim A TC1/TC3/TC4/TC5</p> <p><b>Ext. Dip.</b> Unit 17: Caring for Individuals with Dementia Learning Aim C TC1/TC2/TC3/TC5</p>	<p>Unit 7: Principles of Safe Practice Learning Aim B TC1/TC3/TC4/TC5</p> <p><b>Ext. Dip.</b> Unit 18: Assessing Children's Development Support Needs Learning Aim A TC1/TC2/TC3/TC4/TC5</p>	<p>Unit 7: Principles of Safe Practice Learning Aims C&amp;D TC1/TC3/TC4/TC5</p> <p><b>Ext. Dip.</b> Unit 18: Assessing Children's Development Support Needs Learning Aims B&amp;C TC1/TC2/TC3/TC4/TC5</p>
<p><b>Key vocabulary:</b></p>	<p><b>Ext. Cert.</b> Equality, diversity, discrimination, culture, prejudice, attributes, advocacy, empathy, negotiating, attachment, resilience</p> <p><b>Dip.</b> Policy, practice, provision, data, validity, reliability, enquiry, contemporary, placebo, strategy, lifestyle factors</p> <p><b>Ext. Dip.</b> Diagnose, symptom, procedures, disability, prognosis, impairment, specialists, inherited, proprioception, prosthesis, bereavement, isolation</p>	<p><b>Ext. Cert.</b> Ethical, morals, autonomy, maleficence, justice, conflict, confidentiality, legislation, observation, audit, personalisation, cognitive, psychoanalytical</p> <p><b>Dip.</b> Quantitative, qualitative, primary, secondary, government, sampling, questionnaires, participant, experiment, control test, variable, hypothesis, standardisation, source, consent</p> <p><b>Ext. Dip.</b></p>	<p><b>Ext. Cert.</b> Commissioning, rehabilitative care, voluntary sector, multi-agency, multi-disciplinary, confidentiality, legislation, anonymised, ethics</p> <p><b>Dip.</b> Periodicals, suitability, statistics, bias, validity, reliability, implication</p> <p><b>Ext. Dip.</b> Cardiovascular, dementia, Alzheimer's, genetics, visuospatial, aspiration, non-fluent aphasia, advocate, validation, dignity, privacy, power of attorney</p>	<p><b>Ext. Cert.</b> Growth, development, infancy, childhood, adolescence, adulthood, milestone, motor skill, centile lines, pregnancy, menopause, cognitive, abstract thinking, language acquisition, attachment</p> <p><b>Dip.</b> Legal obligation, conduct, complaints, legal proceedings, clinical negligence</p> <p><b>Ext. Dip.</b> Dignity, privacy, empowerment, inclusion, nutrition, ability, involvement, care plan</p>	<p><b>Ext. Cert.</b> Nature, nurture, genetic, inherited, maturation, predisposition, susceptibility, congenital, cardiovascular, respiratory, hypothermia, dysfunction, expenditure, employment, lifestyle</p> <p><b>Dip.</b> Abuse, human rights, civil rights, legal rights, neglect, act of omission, discrimination, power of attorney, coercive, disempowered, vulnerability,</p> <p><b>Ext. Dip.</b></p>	<p><b>Ext. Cert.</b> Degeneration, cardiovascular, nutrients, dementia, ageing, psychological, disengagement, finances, economic</p> <p><b>Dip.</b> Legislation, policy, DBS, risk, recruitment, health and safety, procedure, prevention, hazardous</p> <p><b>Ext. Dip.</b> Disability, inheritance, genetics, dominant gene, recessive gene, poverty, culture, pollution, transition, assessment methods, screening, centile, ethics, intervention</p>



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		Dependency, social construct, disability, disablement, discrimination, impairment, Gillick competence, stereotyping, psychiatrist, psychologist, adaptations, therapy, statutory provision			Milestone, growth, development, co-ordination, neurological, cognitive, language, identity, morals, holistic, operant conditioning, attachment	
<b>Assessment:</b>	<p>Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews/ BTEC set assignments and feedback sheets.</p> <p><b>Ext. Cert.</b> Assignment Unit 5 LAA</p> <p><b>Dip.</b> LAA End of topic test Unit 4</p> <p><b>Ext. Dip.</b> Assignment Unit 12 LAA and LAB</p>	<p>Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews/ BTEC set assignments and feedback sheets.</p> <p><b>Ext. Cert.</b> Assignment Unit 5 LAB</p> <p><b>Dip.</b> LAB End of topic test Unit 4</p> <p><b>Ext. Dip.</b> Assignment Unit 12 LAA and LAB</p>	<p>Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews/ BTEC set assignments and feedback sheets.</p> <p><b>Ext. Cert.</b> Assignment Unit 5 LAC and LAD</p> <p><b>Dip.</b> LAC End of topic test Unit 4 <b>Unit 4 external exam</b></p> <p><b>Ext. Dip.</b> Assignment Unit 17 LAA and LAB</p>	<p>Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews/ BTEC set assignments and feedback sheets.</p> <p><b>Ext. Cert.</b> LAA End of topic test Unit 1</p> <p><b>Dip.</b> Assignment Unit 7 LAA</p> <p><b>Ext. Dip.</b> Assignment Unit 17 LAC</p>	<p>Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews/ BTEC set assignments and feedback sheets.</p> <p><b>Ext. Cert.</b> LAB End of topic test Unit 1</p> <p><b>Dip.</b> Assignment Unit 7 LAB</p> <p><b>Ext. Dip.</b> Assignment Unit 18 LAA</p>	<p>Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews/ BTEC set assignments and feedback sheets.</p> <p><b>Ext. Cert.</b> LAC End of topic test Unit 1 <b>Unit 1 external exam</b></p> <p><b>Dip.</b> Assignment Unit 7 LAC and LAD</p> <p><b>Ext. Dip.</b> Assignment Unit 17 LAB and LAC</p>



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<b>Key/Historical misconceptions in this unit:</b>	<b>Ext. Cert.</b> The characteristics which the Equality Act 2010 protects  <b>Dip.</b> The bias and confidentiality issues with human research  <b>Ext. Dip.</b> The diagnostic procedures and thresholds for diagnosing additional needs	<b>Ext. Cert.</b> The ethical issues involved in care  <b>Dip.</b> The role of authorities and organisations in research  <b>Ext. Dip.</b> The common challenges faced by those with additional needs and how support can help	<b>Ext. Cert.</b> The importance of the right communication and the roles of multi-disciplinary teams.  <b>Dip.</b> The issues with the validity and reliability of data  <b>Ext. Dip.</b> The varied dementia types	<b>Ext. Cert.</b> The rapid development which happens in the first life stages  <b>Dip.</b> The implications of neglecting your duty of care  <b>Ext. Dip.</b> The severity of some dementia symptoms and how quality of life can be maintained	<b>Ext. Cert.</b> The impact of reduced income and lack of social interaction  <b>Dip.</b> The common signs of abuse  <b>Ext. Dip.</b> The theorists which help with our understanding of children's development	<b>Ext. Cert.</b> The reduction in society involvement for older adults  <b>Dip.</b> The importance of health and safety policy and how accidents are responded to  <b>Ext. Dip.</b> The detrimental effect certain factors can have on development.
<b>Sequencing:</b>	<b>Students are introduced to the world of health and social care through the initial units allowing them to build on any prior knowledge. Time is also given to prepare students who may not have completed health and social at KS4. Throughout the year students have the opportunity to apply knowledge from earlier units building a better understanding of the subject. It also gives students more opportunities to cover content needed for the exam element of the course.</b>					
<b>Values</b>	<b>Curiosity – students are encouraged to ask questions to build their understanding of the health and social care sector in the wider world</b>  <b>Compassion – students show their understanding of how to apply the core care values and implement policy and legislation</b>  <b>Courage – students discuss and explore challenging topics to allow them to form their own ideas.</b>					
<b>National Curriculum plus:</b>	<b>In addition to teaching the statutory elements of the national curriculum, we also include:</b> We ensure students have an understanding of how health and social care can be applied in a variety of different contexts.					
	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
<b>The Big Question</b>	<b>What is Health and Social Care?</b>					



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	<p><b>Ext. Cert.- Unit 2</b> What are the roles and responsibilities of people who work in the health and social care sector?</p> <p><b>Dip.- unit 19</b> What are the concepts of nutritional health and the characteristics of essential nutrients?</p> <p><b>Ext. Dip.- unit 3</b> What is the structure of and organisation of the human body?</p>	<p><b>Ext. Cert.- unit 2</b> What are the roles of organisations in the health and social care sector, issues with these services and how they are regulated?</p> <p><b>Dip.- unit 19</b> What are the factors which affect dietary intake and nutritional health?</p> <p><b>Ext. Dip.- unit 3</b> What is the structure, function and main disorders associated with body systems?</p>	<p><b>Ext. Cert.- unit 2</b> How do people in the health and social care sector work with people with specific needs and what working practices are in place?</p> <p><b>Dip.- unit 19</b> How can a nutrition plan improve an individuals nutritional health?</p> <p><b>Ext. Dip.- unit 3</b> What is medical research and how can it be used effectively?</p>	<p><b>Ext. Cert. - unit 14</b> What are the causes and effects of physiological disorders?</p> <p><b>Dip.- unit 8</b> What strategies are there for developing public health policy to improve the health of individuals in the population? What factors affect health and what is the impact of addressing these factors to improve public health?</p> <p><b>Ext. Dip.- unit 6</b> What are the benefits of work experience in health and social care for your own learning and development? How can a work experience plan support your own learning and development?</p>	<p><b>Ext. Cert.- unit 14</b> What are the investigation and diagnosis procedures for physiological disorders? What treatment and support is available for services users with physiological disorders?</p> <p><b>Dip. - unit 8</b> How is health promoted to improve the health of the population?</p> <p><b>Ext. Dip.- unit 6</b> How can you meet your set objectives by carrying out tasks in your work experience?</p>	<p><b>Ext. Cert.- unit 14</b> How can a treatment plan for service users with physiological disorders to meet their needs?</p> <p><b>Dip.- unit 8</b> How does health promotion encourage individuals to change their behaviour in relation to their own health?</p> <p><b>Ext. Dip.- unit 6</b> How can work experience influence your own personal and professional development?</p>
<b>Content (Linked to TCs):</b>	<p><b>Ext. Cert.</b> Unit 2: Working in Health &amp; Social Care Learning Aim A TC1/TC2/TC3/TC4/TC5</p>	<p><b>Ext. Cert.</b> Unit 2: Working in Health &amp; Social Care Learning Aim B TC1/TC2/TC3/TC4/TC5</p>	<p><b>Ext. Cert.</b> Unit 2: Working in Health &amp; Social Care Learning Aim C TC1/TC2/TC3/TC4/TC5</p>	<p><b>Ext. Cert.</b> Unit 14: Physiological Disorders and their Care Learning Aim A TC1/TC2/TC3/TC5</p>	<p><b>Ext. Cert.</b> Unit 14: Physiological Disorders and their Care Learning Aim B&amp;C TC1/TC2/TC3/TC5</p>	<p><b>Ext. Cert.</b> Unit 14: Physiological Disorders and their Care Learning Aim D TC1/TC2/TC3/TC5</p>



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	<p><b>Dip.</b> Unit 19: Nutritional Health Learning Aim A TC1/TC2/TC3/TC4/TC5</p> <p><b>Ext. Dip.</b> Unit 3: Anatomy and Physiology Learning Aim A TC1/TC2/TC3/TC5</p>	<p><b>Dip.</b> Unit 19: Nutritional Health Learning Aim B TC1/TC2/TC3/TC4/TC5</p> <p><b>Ext. Dip.</b> Unit 3: Anatomy and Physiology Learning Aim B TC1/TC2/TC3/TC5</p>	<p><b>Dip.</b> Unit 19: Nutritional Health Learning Aim C TC1/TC2/TC3/TC4/TC5</p> <p><b>Ext. Dip.</b> Unit 3: Anatomy and Physiology Learning Aim C TC1/TC2/TC3/TC5</p>	<p><b>Dip.</b> Unit 8: Promoting Public Health Learning Aims A&amp;B TC1/TC4/TC5</p> <p><b>Ext. Dip.</b> Unit 6: Work Experience in Health and Social Care Learning Aims A&amp;B TC1/TC4/TC5</p>	<p><b>Dip.</b> Unit 8: Promoting Public Health Learning Aim C TC1/TC4/TC5</p> <p><b>Ext. Dip.</b> Unit 6: Work Experience in Health and Social Care Learning Aim C TC1/TC4/TC5</p>	<p><b>Dip.</b> Unit 8: Promoting Public Health Learning Aim D TC1/TC4/TC5</p> <p><b>Ext. Dip.</b> Unit 6: Work Experience in Health and Social Care Learning Aim D TC1/TC4/TC5</p>
<b>Key vocabulary:</b>	<p><b>Ext. Cert.- Unit 2</b> Consultant, nurse practitioner, specialist, occupational therapy, antenatal, postnatal, rehabilitation, mobility, complementary therapies, empowerment, risk, hazard, equality,</p> <p><b>Dip.- unit 19</b> Nutrients, deficiency, malnutrition, obesity, antioxidant, metabolism, protein, carbohydrate, vitamins, minerals, fibre, cholesterol,</p> <p><b>Ext. Dip.- unit 3</b> Cell, electron, nucleus, cytoplasm, membrane, chromosomes,</p>	<p><b>Ext. Cert.- unit 2</b> Primary, secondary, tertiary, morbidity, mortality, palliative, domiciliary, eligibility criteria, whistleblowing</p> <p><b>Dip.- unit 19</b> Pregnancy, dietary habits, exercise, socio-economic factors, marketing, labelling, legislation, diabetes, intolerance, allergy, angina, coeliac, lactose, paralysis, feeding</p> <p><b>Ext. Dip.- unit 3</b> Homeostasis, denature, hypothalamus, pulmonary, systemic, respiration, enzymes, thyroid, adrenal, immune, lymphatic,</p>	<p><b>Ext. Cert.- unit 2</b> Impairment, disability, menopause, regulation, working practice, policy, procedure, safeguarding, equality, diversity</p> <p><b>Dip.- unit 19</b> Fluid, quantitative analysis, recommendations, monitoring</p> <p><b>Ext. Dip.- unit 3</b> Placebo, variable, morbidity, mortality, epidemiological, data</p>	<p><b>Ext. Cert. - unit 14</b> Metabolism, body systems, diabetes, Musculo-skeletal, circulation, euphoria, depression, inherited, lifestyle choices, pollution, diagnosis, referral, investigative procedures, diagnosis,</p> <p><b>Dip.- unit 8</b> Inequality, screening, evaluating, pollution, recycling, genetically modified, population, influence</p> <p><b>Ext. Dip.- unit 6</b> Skill, attribute, reflect, professionalism, prioritising, organisation, teamwork, initiative,</p>	<p><b>Ext. Cert. - unit 14</b> Treatment, medication, complimentary therapies, rehabilitation</p> <p><b>Dip.- unit 8</b> Pollution, genetics, obesity, alcohol, substance misuse, life expectancy</p> <p><b>Ext. Dip.- unit 6</b> Participation, indirect care, clinical, supervision, shadowing, rapport</p>	<p><b>Ext. Cert. - unit 14</b> Assessment of needs, validity, reliability, barriers, treatment, scheduling, timescales</p> <p><b>Dip.- unit 8</b> Health promoters, wellbeing, access to services, health surveillance, regulations, disease, genetic screening, disease prevention, demographic, campaigns, promotion, marketing</p> <p><b>Ext. Dip.- unit 6</b> Reflection, reviewing, evaluating, feedback, CPD, experiential learning, action plan,</p>





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	metabolism, mitochondria, epithelial, osmosis, diffusion, genetics, inheritance,	pregnancy, meiosis, mitosis, congenital		accountability, responsibility, safeguard, confidential, target, competence		
<b>Assessment:</b>	<p>Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews/ BTEC set assignments and feedback sheets.</p> <p><b>Ext. Cert.</b> LAA End of topic test Unit 2</p> <p><b>Dip.</b> Assignment Unit 19 LAA</p> <p><b>Ext. Dip.</b> LAA End of topic test Unit 3</p>	<p>Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews/ BTEC set assignments and feedback sheets.</p> <p><b>Ext. Cert.</b> LAB End of topic test Unit 2</p> <p><b>Dip.</b> Assignment Unit 19 LAB</p> <p><b>Ext. Dip.</b> LAB End of topic test Unit 3</p>	<p>Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews/ BTEC set assignments and feedback sheets.</p> <p><b>Ext. Cert.</b> LAC End of topic test Unit 2 <b>Unit 2 external exam</b></p> <p><b>Dip.</b> Assignment Unit 19 LAC</p> <p><b>Ext. Dip.</b> LAC End of topic test Unit 3 <b>Unit 3 external exam</b></p>	<p>Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews/ BTEC set assignments and feedback sheets.</p> <p><b>Ext. Cert.</b> Assignment Unit 14 LAA</p> <p><b>Dip.</b> Assignment Unit 8 LAA and LAB</p> <p><b>Ext. Dip.</b> Assignment Unit 6 LAA and LAB</p>	<p>Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews/ BTEC set assignments and feedback sheets.</p> <p><b>Ext. Cert.</b> Assignment Unit 14 LAB and LAC</p> <p><b>Dip.</b> Assignment Unit 8 LAC</p> <p><b>Ext. Dip.</b> Assignment Unit 6 LAC</p>	<p>Whole class feedback in books (formative) End of topic test (Summative) Mini quizzes/ recall Do now/ Exit ticket reviews/ BTEC set assignments and feedback sheets.</p> <p><b>Ext. Cert.</b> Assignment Unit 14 LAD</p> <p><b>Dip.</b> Assignment Unit 8 LAD</p> <p><b>Ext. Dip.</b> Assignment Unit 6 LAD</p>
<b>Key/Historical misconceptions in this unit:</b>	<p><b>Ext. Cert.</b> The gender stereotypes for roles within the sector</p> <p><b>Dip.</b></p>	<p><b>Ext. Cert.</b> The importance of organisations in the running of the health and social care sector</p>	<p><b>Ext. Cert.</b> The reality of what neglected responsibilities can result in</p>	<p><b>Ext. Cert.</b> The severity of certain physiological disorders</p> <p><b>Dip.</b></p>	<p><b>Ext. Cert.</b> The impact of disorders on body functions</p> <p><b>Dip.</b></p>	<p><b>Ext. Cert.</b> The lack of treatment and support available for some disorders</p> <p><b>Dip.</b></p>



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## COMPASSION

## COURAGE



	<p>The importance of vitamins and minerals for body function</p> <p><b>Ext. Dip.</b> The complexity of the human body systems</p>	<p><b>Dip.</b> The impact of socio-economic and cultural factors on health</p> <p><b>Ext. Dip.</b> The impact that small genetic differences can have on an individual</p>	<p><b>Dip.</b> The length of time needed to have an impact on an individual with a nutritional health plan</p> <p><b>Ext. Dip.</b> The impact and importance of medical research</p>	<p>The ways in which policies are developed and improved</p> <p><b>Ext. Dip.</b> The importance of work place experience in the sector</p>	<p>The difference in the impacts of factors between demographics</p> <p><b>Ext. Dip.</b> The importance of planning and setting objectives</p>	<p>The importance in health promotion for change to happen</p> <p><b>Ext. Dip.</b> The value of reflecting on your own development and practice</p>
<b>Sequencing:</b>	<p>Throughout the year students have the opportunity to apply knowledge from earlier units in year 12 building a better understanding of the subject. It also gives students more opportunities to cover content needed for the exam element of the course.</p>					
<b>Values</b>	<p><b>Curiosity</b> – students are encouraged to ask questions to build their understanding of the health and social care sector in the wider world</p> <p><b>Compassion</b> – students show their understanding of how to apply the core care values and implement policy and legislation</p> <p><b>Courage</b> – students discuss and explore challenging topics to allow them to form their own ideas.</p>					
<b>National Curriculum plus:</b>	<p><b>In addition to teaching the statutory elements of the national curriculum, we also include:</b> We ensure students have an understanding of how health and social care can be applied in a variety of different contexts.</p>					