

Year 11B Curriculum Sequencing Grid 2020-2021 Mrs Parry

Subject: Health and Social Care	Term One	Term Two	Term Three
Unit <i>(Tablet in 39 week plan)</i>	Component 3: Health and Well-being (exam Feb 2022) (AO3 & AO4)	Component 3: Health and Well-being (exam Feb 2022) (AO3 & AO4) Component 2: Health and Social Care services and values (Intervention)	Component 3: Health and Well-being (Students to re-sit component 3 exam in May 2022 if necessary)
Key Retainable Skills <i>(required for Y11)</i> <i>What... How... Why...</i>	<ul style="list-style-type: none"> - Creating SMART targets to improve an individuals health and well being - Explaining how SMART targets meet an individuals needs, wishes and circumstances - Explaining how barriers could stop an individual making a change - Explaining how to overcome/reduce the barriers and the benefits to the individual of doing so 	<ul style="list-style-type: none"> - Creating SMART targets to improve an individuals health and well being - Explaining how SMART targets meet an individuals needs, wishes and circumstances - Explaining how barriers could stop an individual making a change - Explaining how to overcome/reduce the barriers and the benefits to the individual of doing so - Explaining how health and social care services meet the needs of individuals in a given scenario - Explaining how barriers could affect the use of one health or social care service for an individual in a given scenario - Analysing the extent to which health and social care services meet the needs of individuals in a 	<ul style="list-style-type: none"> -Creating SMART targets to improve an individuals health and well being - Explaining how SMART targets meet an individuals needs, wishes and circumstances - Explaining how barriers could stop an individual making a change - Explaining how to overcome/reduce the barriers and the benefits to the individual of doing so

		<p>given scenario, explaining how barriers for one service can be overcome</p> <ul style="list-style-type: none"> - Assessing the suitability of health and social care services for individuals in a given scenario, making justified and realistic suggestions for how barriers for one service can be overcome - Demonstrating the care values independently in a health or social care context - Describing positive and negative aspects of own demonstration of the care values and comment on aspects of feedback - Demonstrating the care values independently in a health or social care context, making suggestions for improvements of own application of the care values that incorporate feedback - Demonstrating the care values independently in a health or social care context, making justified and appropriate recommendations for improvements of own application of the care values that incorporate feedback 	
<p>Key Retainable Knowledge (required for Y11) What... How.... Why....</p>	<ul style="list-style-type: none"> - Factors affecting health and well being - Interpreting health indicators - Creating person-centred health and well being improvement plans - Obstacles to health and well being improvement plans 	<ul style="list-style-type: none"> - Creating person-centred health and well being improvement plans - Obstacles to health and well being improvement plans - Health and social care services - Barriers to accessing services - Care values - Reviewing own application of care values 	<ul style="list-style-type: none"> - Factors affecting health and well being - Interpreting health indicators - Creating person-centred health and well being improvement plans - Obstacles to health and well being improvement plans
<p>Key Technical Vocabulary</p>	<ul style="list-style-type: none"> Physical effects Intellectual effects Emotional effects Social effects Positive/negative effects Health and well being Current/future effects 	<ul style="list-style-type: none"> Physical effects Intellectual effects Emotional effects Social effects Positive/negative effects Health and well being Current/future effects 	<ul style="list-style-type: none"> Physical effects Intellectual effects Emotional effects Social effects Positive/negative effects Health and well being Current/future effects

<p>To be modelled and deliberately practiced in context.</p>	<p>Recommended action Needs, wishes and circumstances Obstacles and overcoming</p>	<p>Recommended action Needs, wishes and circumstances Obstacles and overcoming</p> <p>Primary care Secondary care Tertiary care Allied health professionals Social care Physical barrier Sensory barrier Social barrier Language barrier Geographical barrier Intellectual barrier Resource barrier Financial barrier Care values Reflection</p>	<p>Recommended action Needs, wishes and circumstances Obstacles and overcoming</p>
<p>Opportunities for reading</p>	<p>NHS website Change 4 Life BTEC Tech Award Health and Social Care student book Revise BTEC Tech Award Health and Social Care Revision Guide</p>	<p>NHS website Change 4 Life BTEC Tech Award Health and Social Care student book Revise BTEC Tech Award Health and Social Care Revision Guide</p> <p>Hetherington A, Rasheed E., <i>BTEC First Level 2, (3rd Edition)</i>, (Hodder, 2013), ISBN: 9781444186567 http://ccpdignity.co.uk/resources/ www.nhs.uk/NHSEngland/thenhs/about/Pages/nhscoreprinciples.aspx</p>	<p>NHS website Change 4 Life BTEC Tech Award Health and Social Care student book Revise BTEC Tech Award Health and Social Care Revision Guide</p> <p>Hetherington A, Rasheed E., <i>BTEC First Level 2, (3rd Edition)</i>, (Hodder, 2013), ISBN: 9781444186567 http://ccpdignity.co.uk/resources/ www.nhs.uk/NHSEngland/thenhs/about/Pages/nhscoreprinciples.aspx</p>
<p>Developing Cultural Capital</p>	<p>- Use of current national initiatives to support recommended actions for change</p>	<p>- Students use health indicator equipment to measure their own health - Use of current national initiatives to support recommended actions for change</p>	<p>- Use of current national initiatives to support recommended actions for change</p>

<p><i>Essential knowledge and skills of educated citizens.</i></p>		<p>- Services that provide primary, secondary and tertiary care (location of them , services they provide, how they meet service user needs) and barriers to accessing and how they can be overcome</p>	
<p>Authentic Connections – Cross Curricular Links</p>	<p>Physical Education – SMART targets to improve an individual's health and barriers to these Science – diet, exercise, lung capacity, pulse rate, personal hygiene, BMI and inactive lifestyles Life Skills – Diet, exercise, substance use/misuse, accessing support</p>	<p>Physical Education – SMART targets to improve an individual's health and barriers to these Science – diet, exercise, lung capacity, pulse rate, personal hygiene, BMI and inactive lifestyles Life Skills – Diet, exercise, substance use/misuse, accessing support</p>	<p>Physical Education – SMART targets to improve an individual's health and barriers to these Science – diet, exercise, lung capacity, pulse rate, personal hygiene, BMI and inactive lifestyles Life Skills – Diet, exercise, substance use/misuse, accessing support</p>
<p>Key Assessment</p>	<p>Assessments scheduled following each topic completed. Each assessment includes assessment on the previous topic completed to hone long term memory. Each assessment is moderated by another component 3 specialist within the trust who works for the exam board examining this component.</p>	<p>Assessments scheduled following each topic completed. Each assessment includes assessment on the previous topic completed to hone long term memory. Each assessment is moderated by another component 3 specialist within the trust who works for the exam board examining this component.</p> <p>Once the intervention resubmission is completed by the student, it is then marked by the teacher. A percentage of this marking is then internally verified by another KS4 Health and Social Care teacher to ensure that assessment is accurate.</p>	<p>Assessments scheduled following each topic completed. Each assessment includes assessment on the previous topic completed to hone long term memory. Each assessment is moderated by another component 3 specialist within the trust who works for the exam board examining this component.</p>