

Year 12 Double Curriculum Sequencing Grid 2022-2023 KEL			
Subject: Health and Social Care	Term One	Term Two	Term Three
Unit <i>(Tablet in 39 week plan)</i>	Unit 2: Working in Health and Social Care (exam)	Unit 1: Human Lifespan Development (exam)	Unit 8: Promoting Public Health (coursework – assignment 2 learning aims C & D) Unit 14: Physiological Disorders and their Care (coursework – assignment 1 learning aims A, B & C)
Key Retainable Skills <i>(required for Y11) What... How... Why...</i>	The roles and responsibilities of people who work in the health and social care sector The roles of organisations in the health and social care sector Working with people with specific needs in the health and social care sector	Human growth and development through the life stages Factors affecting human growth and development Effects of ageing	Examine the factors affecting health and the impact of addressing these factors to improve public health Investigate how health is promoted to improve the health of the population Investigate how health promotion encourages individuals to change their behaviour in relation to their own health Investigate the causes and effects of physiological disorders Examine the investigation and diagnosis of physiological disorders Examine treatment and support for service users with physiological disorders
Key Retainable Knowledge <i>(required for Y11)</i>	The responsibilities of people who work in health and social care settings Specific responsibilities of people who work in health and social care settings Multidisciplinary working in the health and social care sector	Physical development across the life stages Intellectual development across the life stages Emotional development across the life stages Social development across the life stages The nature/nurture debate related to factors Genetic factors that affect development Environmental factors that affect development	Factors affecting health The socio-economic impact of improving health of individuals and the population The role of health promoters Approaches to promoting public health and wellbeing

<p><i>What... How.... Why....</i></p>	<p>Monitoring the work of people in health and social care settings The roles of organisations in providing health and social care services Issues that affect access to services Ways organisations represent interests of service users The roles of organisations that regulate and inspect health and social care services Responsibilities of organisations towards people who work in health and social care settings Settings People with specific needs Working practices</p>	<p>Social factors that affect development Economic factors that affect development Major life events that affect development The physical changes of ageing The psychological changes of ageing The societal effects of an ageing population</p>	<p>Approaches to protecting public health and wellbeing Disease prevention and control methods Features of health promotion campaigns Barriers to participation and challenging indifference Models and theories that justify health behaviour change Approaches to increasing public awareness of health promotion</p> <p>Types of physiological disorders and effects on body systems and functions Causes of physiological disorders Signs and symptoms of physiological disorders Investigative procedures for physiological disorders Diagnostic procedures for physiological disorders Provision of treatment and support Types of carers and care settings</p>
<p>Key Technical Vocabulary <i>To be modelled and deliberately practiced in context.</i></p>	<p>Responsibilities of workers Care values Anti-discriminatory practice Empowerment Safety Information management and communication Accountability Multidisciplinary working Professional bodies Monitoring Public sector Private sector Voluntary sector Referrals Assessment Eligibility criteria Barriers Advocacy</p>	<p>Growth and development Infancy Fine motor skills Gross motor skills Early Childhood Adolescence Puberty Primary and secondary sexual characteristics Early adulthood Perimenopause Middle adulthood Menopause Later adulthood Ageing Piaget's model Chomsky's theory Memory Attachment Bowlby's theory</p>	<p>Socio-economic Environmental Genetics Lifestyle Social and economic impact Life expectancy Pressures on services Demographics Aims WHO Department of Health Public Health Agency CCGs Local services National services Prevention Control Communicable diseases Non-communicable diseases</p>

	Complaints procedure Whistleblowing CQC OFSTED NMC GMC HCPC CPD Trade union Ill health Mental health Stress Formal/informal care Disability Discrimination Act (1995) Working practices Policies and procedures	Self-concept/esteem/image Stages of play Nature/nurture Gesell's maturation theory Bandura's social learning theory Stress diathesis model Genetic disorders/predispositions Biological factors Pollution Housing conditions Access to services Family dysfunction Bullying Culture/religion/beliefs Income and expenditure Employment status Education Lifestyle Predictable life events Unpredictable life events Holmes-Rahe social readjustment rating scale Cardiovascular disease Osteoarthritis Dementia/Alzheimer's disease Confidence/self-esteem Social change Social disengagement theory Activity theory Ageing population/provision	Campaign Barriers Models and theories Health education Media Endocrine system disorders Nervous system disorders Musculo-skeletal system disorders Respiratory system disorders Circulatory system disorders Cancer Inherited trait Lifestyle choices Diet Environment Signs Symptoms Investigations Diagnostic procedures Medication Surgery Rehabilitation programmes Complementary therapies Advice on lifestyle changes Carers Care settings
Opportunities for reading	Individual rights document Mind.org.uk - advocacy support guide Case studies Lone worker policy NHS managing conflict document Risk assessment document News articles on safeguarding COSHH regulations – hazardous waste disposal	Research on human life cycle Research on fine/gross motor skills Research on sexual characteristics/menopause Piaget's Theory Research on schemas Piaget's theory research Document on Bowlby and Harlow Job descriptions	Cervical cancer prevention methods Hands face space campaign document Change4life Health promotion campaigns Approaches to tackling obesity Case study https://www.theguardian.com/education/2020/mar/10/infant-free-school-meals-taxpayer-fund-them

	<p>HSE.gov.uk - RIDDOR document</p> <p>Data Protection Act (1998)</p> <p>GDPR information</p> <p>General Medical Council information</p> <p>Nursing and Midwifery Council information</p> <p>Health and Care Professions Council information</p> <p>Baby 'P' / Victoria Climbié cases</p> <p>OFSTED / CQC information</p> <p>Care at Rotherham Hospital article</p> <p>Hospice or home care article</p> <p>Poor practice in H&SC article</p> <p>Example OFSTED/CQC reports</p> <p>Safeguarding policy</p> <p>Maslow's hierarchy of needs</p> <p>NHS and NICE publications</p> <p>Disability Discrimination Act (1995)</p> <p>EYFS curriculum</p> <p>Care Certificate</p> <p>CQC</p> <p>Cases of abuse</p>		<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/924685/Stoptober_2019_Evaluation__1_.pdf</p> <p>Keep antibiotics working campaign</p> <p>Signs and symptoms of variety of physiological disorders</p> <p>Blood pressure: https://www.nhs.uk/common-health-questions/lifestyle/what-is-blood-pressure/</p> <p>Body temperature: https://www.nhs.uk/conditions/fever-in-adults/</p> <p>Blood tests: https://www.nhs.uk/conditions/blood-tests/</p> <p>Medical history: https://www.britannica.com/science/diagnosis/Medical-history</p>
<p>Developing Cultural Capital</p> <p><i>Essential knowledge and skills of educated citizens.</i></p>	<p>Applying the essential skills and knowledge to case studies and authentic contexts.</p> <p>Understanding how care values are maintained and fostering these / understanding the impact of the failure of this</p> <p>Students exposed to real life experiences within the H&SC sector.</p> <p>Students understanding the different sectors of the NHS.</p> <p>Students understanding how poor practice can be highlighted and dealt with.</p> <p>Students understanding how professionals and settings are monitored</p>	<p>Applying the essential skills and knowledge to case studies/celebrities/authentic contexts.</p>	<p>Understanding how factors are affecting health in specific places in the country</p> <p>Understanding how policies then help to reduce the health problems</p> <p>Being aware of the campaigns that are out there that they can inform friends and family of if required</p> <p>Students recognising and understanding the causes, signs and symptoms of different physiological disorder and how they affect individuals.</p> <p>Students having clear information as to where help can be sought from if an individual has a physiological disorder. Students having a clear</p>

	to ensure they are providing best care for service users. Students understanding how to plan care for service users.		understanding of the different therapies that can be used to help treat different disorders.
Authentic Connections – Cross Curricular Links	Science/PE – COSHH, Psychology/Sociology –discrimination, reliability, validity IT – Confidentiality	Psychology/Sociology – life stage development, factors affecting development	Sociology – demographics, factors affecting health Physical Education – health promotion, tackling obesity Science – system disorders, signs, symptoms, investigations, therapies, programmes Physical Education – system disorders, signs, symptoms, investigations, therapies, lifestyle changes
Key Assessment	Assessments scheduled following each topic completed. Each assessment includes assessment on the previous topic completed to hone long-term memory. Each assessment is standardised with another member of staff in department.		Once the assignment is completed by the student, it is then marked by the teacher. A percentage of this marking is then internally verified by another KS5 Health and Social Care teacher to ensure that assessment is accurate. Students have 15 working days to then resubmit their assignment to a higher standard. This is then again, marked by the teacher and internally verified to ensure accuracy of assessment.