

# Curriculum Sequencing Grid: (Health and Social care)

-Year 12	Term 1	Term 2	Term 3
<b>Unit</b> (Tablet in 39-week plan)	<b>Unit 8: Promoting public health Learning aim A</b> -the origins and aims of public health policy	<b>Unit 8: Promoting public health Learning aim B</b> -Examine the factors affecting health and the impact of addressing these factors to improve public health	<b>Unit 8: Promoting public health Learning aim C and D</b> -Investigating how health is promoted to improve the health of the population. Investigating how health promotion encourages individuals to change their behaviour in relation to their own health.
<b>Key Retainable Knowledge</b> (Required for Y12) <ul style="list-style-type: none"> <li>What</li> <li>...</li> <li>How</li> <li>....</li> <li>Why</li> <li>....</li> </ul>	<b>What will they learn?</b> Examine strategies for developing public health policy to improve the health of individuals and the population  <b>How/Why?</b> Using their knowledge of the origins and aims of the public health policy. They will then analyse how these strategies are then developed within the public health policy. Furthermore, students will need to be able to evaluate how and why, they are monitoring the health status of the population and the groups that influence public health policy.	<b>What will they learn?</b> Examine the factors affecting health and the impact of addressing these factors to improve public health  <b>How/Why?</b> Students will look at factors affecting health and ill health in a specific demographic area. They will need to assess the extent to which factors affect current patterns of health and ill health, with reference to a specific demographic area. Furthermore, students will need to explain the impact of public health policy in minimising those factors in relation to a specific demographic area. Analyse how minimising the factors affecting health can contribute to improving the health of the population in relation to the area. Finally, evaluate how far the use of strategies and monitoring the health status of the population helps public health policy to meet its aims in reducing the factors that influence public	<b>What will they learn?</b> 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.  <b>How/Why?</b> Using their knowledge of how approaches to health promotion and protection have been applied in a selected health promotion campaign. They will analyse the success of approaches used to promote and protect health and prevent disease in a selected health promotion campaign. They will also need to know how approaches to prevention and control have been applied in a selected campaign. Furthermore, they will need to explain how models or theories that justify behaviour change can be used to overcome barriers in relation to a selected

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		health, with reference to a specific demographic area	health promotion campaign. Analyse how theories or models and approaches have been used in a selected health promotion campaign to overcome barriers and increase public awareness. They will refer to the features of a selected health promotion campaign and the approaches used to increase public awareness. This also needs to be applied by Justifying the approaches used to promote and protect health and prevent disease in a selected health promotion campaign. Finally, they will evaluate the success of a specific public health campaign in encouraging behaviour change in relation to health. Then evaluate how far a recent health promotion campaign met the aims of public health policy through the strategies and approaches used to improve the health of a demographic area.
<b>Key Technical Vocabulary</b> (To be modelled and deliberately practiced in context.)	Socio-economic Environmental Genetics Lifestyle Social and economic impact Life expectancy Pressures on services Demographics Aims WHO		

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	<p>Department of Health</p> <p>Public Health Agency</p> <p>CCGs</p> <p>Local services</p> <p>National services</p> <p>Prevention</p> <p>Control</p> <p>Communicable diseases</p> <p>Non-communicable diseases</p> <p>Campaign</p> <p>Barriers</p> <p>Models and theories</p> <p>Health education</p> <p>Media</p>
<b>Opportunities for Reading</b>	<p>Cervical cancer prevention methods</p> <p>Hands face space campaign document</p> <p>Change4life</p> <p>Health promotion campaigns</p> <p>Approaches to tackling obesity</p> <p>Case study</p> <p><a href="https://www.theguardian.com/education/2020/mar/10/infant-free-school-meals-taxpayer-fund-them">https://www.theguardian.com/education/2020/mar/10/infant-free-school-meals-taxpayer-fund-them</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/924685/Stoptober_2019_Evaluation_1_.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/924685/Stoptober_2019_Evaluation_1_.pdf</a></p> <p>Keep antibiotics working campaign</p>
<b>Developing Cultural Capital</b> (exposure to very best-essential knowledge)	<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>

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and skills of educated citizens – appreciation of human creativity and achievement. )	
<b>Cross Curricular Links</b> (Authentic Connections)	<b>Sociology</b> – demographics, factors affecting health <b>PE</b> – health promotion, tackling obesity
<b>Key Assessment</b>	<p>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. Students will have a concrete understanding of the strategies for developing public health policy to improve the health of individuals and the population and be able to apply when/where/how this has changed over time. They will evaluate the use of factors affecting health and the impact of addressing these factors to improve public health. Students throughout the unit will apply to relevant and recent case examples, which will heighten their application of the subject to the real world. By the end of this unit students will confidently be able to investigate how health is promoted to improve the health of the population. Furthermore, they will be able know how health promotion encourages individuals to change their behaviour in relation to their own health. For Unit 8, students will complete SPA assessment relating to promoting public health through various scenarios in practice of the real assessment.</p>