

Year 13 Triple 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 18: Assessing Children's Development Support Needs (Coursework – learning aims A, B & C)	Unit 6: Work Experience in Health and Social Care (Coursework – learning aims C & D)	Unit 12: Supporting Individuals with Additional Needs (Coursework – learning aim C)
Key Retainable Skills <i>(required for Y11) What... How... Why...</i>	Understand patterns, principles and theories that contribute to an understanding of growth and development in children from birth to eight years Examine factors that may impact on children's growth and development Explore how assessment is used to identify children's stages of growth and development and their support needs	Carry out work experience tasks to meet set objectives Reflect on how work experience influences own personal and professional development	Investigate current practice with respect to provision for individuals with additional needs.
Key Retainable Knowledge <i>(required for Y11) What... How.... Why....</i>	Patterns of growth and development Principles of growth and development Principles of growth and development The impact of factors on growth and development Assessment methods The contribution of assessment to the promotion of children's growth and development	Work experience tasks Work shadowing and observation Reviewing personal and professional development Using feedback and action planning	Professionals involved in supporting individuals with additional needs Support and adaptations for individuals with additional needs Financial support for individuals with additional needs Statutory provision for children with additional needs Statutory provision for adults with additional needs Person-centred care for all individuals with special needs

<p>Key Technical Vocabulary To be modelled and deliberately practiced in context.</p>	<p>Growth Development Physical development Intellectual development Language development Emotional development Social development Holistic development Theories of development Personal factors Pre-natal factors Socio-economic factors Environmental factors Emotional factors Developmental screening Assessment frameworks Observation Milestones Interventions</p>	<p>Clinical tasks Non-clinical tasks Supervision Theory with practice Shadowing Working relationships Practices and procedures Reflective practice Evaluation Personal development Professional development CPD Action plan</p>	<p>Job roles Equipment Adaptations Therapies Welfare rights Common Assessment Framework (CAF) Education, Health and Care Plans (EHCPs) Guidelines Legislations Practices Person centred care</p>
<p>Opportunities for reading</p>	<p>Early Years Matters www.earlyyearsmatters.co.uk/index.php/eyfs/a-unique-child/planning Contains useful information on Early Years Foundation Stage, including observation, assessment and planning guidance.</p> <p>National Health Service www.nhs.uk/conditions/angelman-syndrome/Pages/Introduction.aspx The NHS website is a useful source of information on Angelman syndrome.</p> <p>National Health Service www.nhs.uk/Tools/Pages/birthtofive.aspx The NHS website is a useful source of information on early years milestones.</p>	<p>Reading supervisor feedback forms Reading teacher feedback forms</p>	<p>https://www.disabilityrightsuk.org/ https://cks.nice.org.uk/topics/learning-disabilities/diagnosis/diagnosis/ MENCAP website BMJ medical journals NHS website Scholarly articles to support further/wider reading – Google scholar</p>

	The Royal College of Paediatrics and Child Health www.rcpch.ac.uk A useful source of information on centile charts and growth,		
Developing Cultural Capital <i>Essential knowledge and skills of educated citizens.</i>	Students understanding rates of development and milestones that children should reach by certain ages Students understanding how different factors can impact upon children's development Understanding how children are monitored and assessed to check development	Students reflecting upon themselves on work placement to understand their areas of strengths and their areas for development, for entering into employment.	Students gain a deep understanding of challenges facing individuals with additional needs, how disabilities are diagnosed and the support and provision in place to ensure those with additional needs aren't disadvantaged. This aids students in developing an appreciation for diversity and equality and how they can become more understanding citizens. It also enables students to gain an understanding of the different career opportunities within the health care sector.
Authentic Connections – Cross Curricular Links	Psychology – brain development, attachment, theories of development Science – genetic inheritance, pregnancy Physical Education – diet	Psychology – reflective, evaluation	Psychology/Sociology – Equality/diversity, diagnostic procedures, understanding cognitive impairments Physical Education – physical support for those with additional needs
Key Assessment	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.		