

Curriculum Sequencing Grid: *Health and Social Care*

Year 9	Term 1	Term 2	Term 3
Unit (Tablet in 39 week plan)	Introductory year to health and social care - Careers in health and social care - Health and social care services	Introductory year to health and social care - Values of care in health and social care - Human lifespan development	Introductory year to health and social care - Life events - Sources of support
Key Retainable Knowledge (Required for Y11/13) <ul style="list-style-type: none"> What... How.... Why.... 	- Key responsibilities, qualifications, skills and experience required of chosen NHS career - Different health and social care services and how they meet service user needs - Types of barriers and how they can be overcome or reduced by the service providers or service users	-Care values that are key to delivery of effective health and social care services - Reflection on own application of care values, including feedback - Main life stages of individuals - PILES development in the main life stages - Factors affecting growth and development	- Expected and unexpected life events that occur in an individual's life - How individuals can adapt or be supported through changes caused by life events
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	NHS careers Responsibilities Skills Attributes Experience Primary care Secondary care Tertiary care Allied health professional Services for children Services for young people Services for adults or children with specific needs Services for older adults Role of informal care Physical barriers Sensory barriers Social, cultural, psychological barriers Language barriers Geographical barriers Intellectual barriers	Empowering and promoting independence Respect for the individual Maintaining confidentiality Preserving dignity Effective communication Safeguarding and duty of care Promoting anti-discriminatory practice Infancy Early childhood Adolescence Early adulthood Middle adulthood Later adulthood Physical development Intellectual development Language development Emotional development Social development Physical factors Social/cultural factors Economic factors	Physical events Relationship changes Life circumstances Sources of support Types of support

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	Resource barriers Financial barriers		
Opportunities for Reading	BTEC Tech Award Health and Social Care student book Doncaster hospital website	BTEC Tech Award Health and Social Care student book Jessy Nelson BBC Three documentary	BTEC Tech Award Health and Social Care student book
Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)	Step into the NHS competition Applying the essential skills and knowledge to case studies	Applying the essential skills and knowledge to a celebrity of the student's choice Demonstrating the values of care in a real life scenario when acting as a Teaching Assistant in a Y7 English lesson	Interviewing friends and family as to how a life event has affected them and how they adapted to it
Cross Curricular Links (Authentic Connections)	Life Skills – Access to primary health care services, careers in health/social care	Physical Education – Genetic inheritance, ill health, diet, exercise, lifestyle choices, puberty, pregnancy Science – Genetic inheritance, ill health, diet, exercise Life Skills – Diet, exercise, lifestyle choices, accessing support, finances, relationships	Life Skills –accessing support for life changes
Key Assessment	NHS careers job description and advert to be entered into the competition and judged by the competition judges. 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 KS4 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.	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 KS4 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.	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 KS4 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.

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Year 10 (10B/HS1)	Term 1	Term 2	Term 3
Unit (Tablet in 39 week plan)	Component 2: Health and Social Care Services and Values (Assignment 2) Component 1: Human Lifespan Development (Assignment 1)	Component 1: Human Lifespan Development (Assignment 1) Component 2: Health and Social Care Services and Values (Assignment 1)	Component 2: Health and Social Care Services and Values (Assignment 1) Component 3: Health and Well-being (exam February 2021)
Key Retainable Knowledge (Required for Y11/13) <ul style="list-style-type: none"> • What... How.... Why.... 	<ul style="list-style-type: none"> - Main life stages of individuals - PILES development in the main life stages -Care values that are key to delivery of effective health and social care services - Reflection on own application of care values, including feedback 	<ul style="list-style-type: none"> - Factors affecting growth and development - Different health and social care services and how they meet service user needs 	<ul style="list-style-type: none"> - Factors affecting health and well being - Types of barriers and how they can be overcome or reduced by the service providers or service users
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	Infancy Early childhood Adolescence Early adulthood Middle adulthood Later adulthood Physical development Intellectual development Language development Emotional development Social development Empowering and promoting independence Respect for the individual Maintaining confidentiality Preserving dignity Effective communication Safeguarding and duty of care Promoting anti-discriminatory practice	Physical factors Social/cultural factors Economic factors Primary care Secondary care Tertiary care Allied health professional Services for children Services for young people Services for adults or children with specific needs Services for older adults Role of informal care	Physical effects Intellectual effects Emotional effects Social effects Positive/negative effects Health and well being Physical barriers Sensory barriers Social, cultural, psychological barriers Language barriers Geographical barriers Intellectual barriers Resource barriers Financial barriers
Opportunities for Reading	NHS website	NHS website	NHS website

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	<p>BTEC Tech Award Health and Social Care student book</p> <p>Jessy Nelson BBC Three documentary</p>	<p>BTEC Tech Award Health and Social Care student book</p> <p>Rotherham hospital website</p>	<p>BTEC Tech Award Health and Social Care student book</p> <p>Revise BTEC Tech Award Health and Social Care Revision Guide</p> <p>Rotherham hospital website</p>
<p>Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)</p>	<p>Applying the essential skills and knowledge to a celebrity of the student's choice</p> <p>Demonstrating the values of care in a real life scenario when acting as a Teaching Assistant at Y6 transition day at Roche Abbey or within the step up cohort</p>	<p>Applying the essential skills and knowledge to a celebrity of the student's choice</p> <p>Applying the essential skills and knowledge to case studies</p>	<p>- Factors affecting health and wellbeing applied to celebrities' /case studies in the real world</p> <p>Applying the essential skills and knowledge to case studies</p>
<p>Cross Curricular Links (Authentic Connections)</p>	<p>Physical Education – Genetic inheritance, ill health, diet, exercise, lifestyle choices, puberty, pregnancy</p> <p>Science – Genetic inheritance, ill health, diet, exercise</p> <p>Life Skills – Diet, exercise, lifestyle choices, accessing support, finances, relationships</p>	<p>Physical Education – Genetic inheritance, ill health, diet, exercise, lifestyle choices, puberty, pregnancy</p> <p>Science – Genetic inheritance, ill health, diet, exercise</p> <p>Life Skills – Diet, exercise, lifestyle choices, accessing support, finances, relationships, access to primary health care services, careers in health/social care</p>	<p>Physical Education – Genetic inheritance, ill health, diet, exercise, substance use/misuse, personal hygiene</p> <p>Science – Genetic inheritance, ill health, diet, exercise, personal hygiene</p> <p>Life Skills – Diet, exercise, substance use/misuse</p>
<p>Key Assessment</p>	<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 KS4 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.</p>	<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 KS4 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.</p>	<p>Assessment scheduled following the topic completion. The assessment is moderated by another component 3 specialist within the trust who works for the exam board examining this component.</p> <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 KS4 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.</p>

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Year 10 (10C/HS1)	Term 1	Term 2	Term 3
Unit (Tablet in 39 week plan)	Component 1: Human Lifespan Development (Assignment 1)	Component 1: Human Lifespan Development (Assignment 2)	Component 2: Health and Social Care Services and Values (Assignment 1) Component 3: Health and Well-being (exam February 2021)
Key Retainable Knowledge (Required for Y11/13) <ul style="list-style-type: none"> • What... How.... Why.... 	- Main life stages of individuals - PILES development in the main life stages	- Expected and unexpected life events that occur in an individual's life - How individuals can adapt or be supported through changes caused by life events	- Different health and social care services and how they meet service user needs - Types of barriers and how they can be overcome or reduced by the service providers or service users - Factors affecting health and well being
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	Infancy Early childhood Adolescence Early adulthood Middle adulthood Later adulthood Physical development Intellectual development Language development Emotional development Social development	Physical events Relationship changes Life circumstances Sources of support Types of support	Primary care Secondary care Tertiary care Allied health professional Services for children Services for young people Services for adults or children with specific needs Services for older adults Role of informal care Physical barriers Sensory barriers Social, cultural, psychological barriers Language barriers Geographical barriers Intellectual barriers Resource barriers Financial barriers Physical effects Intellectual effects Emotional effects Social effects Positive/negative effects Health and well being

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<p>Opportunities for Reading</p>	<p>BTEC Tech Award Health and Social Care student book</p> <p>Jessy Nelson BBC Three documentary</p>	<p>BTEC Tech Award Health and Social Care student book</p>	<p>NHS website BTEC Tech Award Health and Social Care student book Revise BTEC Tech Award Health and Social Care Revision Guide Rotherham hospital website</p>
<p>Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)</p>	<p>Applying the essential skills and knowledge to a celebrity of the students choice</p>	<p>Interviewing friends and family as to how a life event has affected them and how they adapted to it</p>	<p>Applying the essential skills and knowledge to case studies - Factors affecting health and wellbeing applied to celebrities/case studies in the real world</p>
<p>Cross Curricular Links (Authentic Connections)</p>	<p>Physical Education – Genetic inheritance, ill health, diet, exercise, lifestyle choices, puberty, pregnancy Science – Genetic inheritance, ill health, diet, exercise Life Skills – Diet, exercise, lifestyle choices, accessing support, finances, relationships</p>	<p>Life Skills –accessing support for life changes</p>	<p>Physical Education – Genetic inheritance, ill health, diet, exercise, substance use/misuse, personal hygiene Science – Genetic inheritance, ill health, diet, exercise, personal hygiene Life Skills – Diet, exercise, substance use/misuse</p>
<p>Key Assessment</p>	<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 KS4 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.</p>	<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 KS4 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.</p>	<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 KS4 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. Assessment scheduled following the topic completion. The assessment is moderated by another component 3 specialist within the trust who works for the exam board examining this component.</p>

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Year 11	Term 1	Term 2	Term 3
Unit (Tablet in 39 week plan)	Component 3: Health and Well-being (exam 07.02.2020) Lesson input in lessons	Component 3: Health and Well-being (exam 07.02.2020) Revision in lessons	Course complete
Key Retainable Knowledge (Required for Y11/13) • What... How.... Why....	- 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	- 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	Course complete
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	Physical effects Intellectual effects Emotional effects Social effects Positive/negative effects Health and well being Current/future effects Recommended action Needs, wishes and circumstances Obstacles and overcoming	Physical effects Intellectual effects Emotional effects Social effects Positive/negative effects Health and well being Current/future effects Recommended action Needs, wishes and circumstances Obstacles and overcoming	Course complete
Opportunities for Reading	NHS website Change 4 Life BTEC Tech Award Health and Social Care student book Revise BTEC Tech Award Health and Social Care Revision Guide	NHS website Change 4 Life BTEC Tech Award Health and Social Care student book Revise BTEC Tech Award Health and Social Care Revision Guide	Course complete
Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens –	- Factors affecting health and well being applied to celebrities'/case studies in the real world - Students use health indicator equipment to measure their own health	- Factors affecting health and well-being applied to celebrities'/case studies in the real world - Students use health indicator equipment to measure their own health	Course complete

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<p>appreciation of human creativity and achievement.)</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</p>	
<p>Cross Curricular Links (Authentic Connections)</p>	<p>Physical Education – Genetic inheritance, ill health, diet, exercise, substance use/misuse, personal hygiene, pulse rate, blood pressure, lung capacity, BMI, smoking, alcohol, inactive lifestyles, SMART targets to improve an individual's health and barriers to these Science – Genetic inheritance, ill health, 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 – Genetic inheritance, ill health, diet, exercise, substance use/misuse, personal hygiene, pulse rate, blood pressure, lung capacity, BMI, smoking, alcohol, inactive lifestyles, SMART targets to improve an individual's health and barriers to these Science – Genetic inheritance, ill health, diet, exercise, lung capacity, pulse rate, personal hygiene, BMI and inactive lifestyles Life Skills – Diet, exercise, substance use/misuse, accessing support</p>	<p>Course complete</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>Course complete</p>

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Year 12 extended certificate (single)	Term 1	Term 2	Term 3
Unit (Tablet in 39 week plan)	Unit 1: Human Lifespan Development Unit 5: Meeting individuals care and support needs	Unit 1: Human Lifespan Development Unit 5: Meeting individuals care and support needs	Unit 1: Human Lifespan Development Unit 2: Working in Health and Social Care Unit 5: Meeting individuals care and support needs
Key Retainable Knowledge (Required for Y11/13) <ul style="list-style-type: none"> • What... How.... Why.... 	<ul style="list-style-type: none"> - Physical development across the life stages - Intellectual development across the life stages - Emotional development across the life stages - Social development across the life stages - Principles, values and skills underpinning meeting the care and support needs of individuals - Ethical issues involved when providing care and support needs to meet individuals needs 	<ul style="list-style-type: none"> - Factors that affect development - Major life events that affect development - Principles behind enabling individuals with care and support needs to overcome challenges 	<ul style="list-style-type: none"> - Effects of ageing - Roles and responsibilities of people working in health and social care settings - Roles of professionals and how they work together to provide care to meet individual needs
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	Infancy Early childhood Adolescence Early adulthood Middle adulthood Later adulthood Physical development Intellectual development Language development Emotional development Social development Equality Diversity Discrimination Skills Attributes Empathy Ethical issues Ethical approaches Legislation Guidance Conflict of interest Balancing resources Minimising risk	Nature Nurture Genetic Environmental Social Economic Predictable events Unpredictable events Overcoming challenges Personalisation Communication techniques	Physical changes Psychological changes Societal effects Roles Responsibilities Careers Health care Social Care Multi-agency working Multi-disciplinary team Confidentiality Managing information
Opportunities for Reading	Pearson BTEC National Health and Social Care student book Revise BTEC National Health and Social Care Revision Guide and workbook Simply Psychology	Pearson BTEC National Health and Social Care student book Revise BTEC National Health and Social Care Revision Guide and workbook Simply Psychology	Pearson BTEC National Health and Social Care student book Revise BTEC National Health and Social Care Revision Guide and workbook Simply Psychology

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	<p>https://www.bartleby.com/essay/How-Anti-Discriminatory-Practice-is-Promoted-in-F3J3K6RJVJ www.hpc-uk.org www.hscic.gov.uk www.cqc.org.uk/content/help-advice www.gov.uk https://spearheadelearning.com/equality-and-diversity-in-health-and-social-care/</p>	<p>https://www.bartleby.com/essay/How-Anti-Discriminatory-Practice-is-Promoted-in-F3J3K6RJVJ www.hpc-uk.org www.hscic.gov.uk www.cqc.org.uk/content/help-advice www.gov.uk https://spearheadelearning.com/equality-and-diversity-in-health-and-social-care/</p>	<p>NHS careers NHS website https://www.bartleby.com/essay/How-Anti-Discriminatory-Practice-is-Promoted-in-F3J3K6RJVJ www.hpc-uk.org www.hscic.gov.uk www.cqc.org.uk/content/help-advice www.gov.uk https://spearheadelearning.com/equality-and-diversity-in-health-and-social-care/</p>
<p>Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)</p>	<p>Applying the essential skills and knowledge to case studies/celebrities</p>	<p>Applying the essential skills and knowledge to case studies/celebrities</p>	<p>Applying the essential skills and knowledge to case studies/celebrities</p>
<p>Cross Curricular Links (Authentic Connections)</p>	<p>Psychology/Sociology – life stage development, factors affecting development, empathy/ethical theories, discrimination, equality, diversity IT – Confidentiality</p>	<p>Psychology/Sociology – life stage development, factors affecting development, empathy/ethical theories, discrimination, equality, diversity IT – Confidentiality</p>	<p>Psychology/Sociology – life stage development, factors affecting development, empathy/ethical theories, discrimination, equality, diversity Science – COSHH IT – Confidentiality</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 specialist within the trust who works for the exam board examining this unit. 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.</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 specialist within the trust who works for the exam board examining this unit. 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.</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 specialist within the trust who works for the exam board examining this unit. 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.</p>

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Year 13 extended certificate (single)	Term 1	Term 2	Term 3
Unit (Tablet in 39 week plan)	Unit 2: Working in Health and Social Care	Unit 12 : Supporting individuals with additional needs	Unit 12 : Supporting individuals with additional needs
Key Retainable Knowledge (Required for Y11/13) <ul style="list-style-type: none"> • What... How.... Why.... 	-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	- Reasons why individuals may experience additional needs	- How to overcome the challenges to daily living faced by people with additional needs - Current practice with respect to provision for individuals with additional needs
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	Care values Principles Partnership working Monitoring Public sector Private sector Voluntary sector Access issues Representing interests of service users Regulation Specific needs Working practices	Diagnosis Cognitive/learning needs Physical/health needs Social needs Emotional needs	Disability Environmental challenges Social challenges Personal challenges Attitudes Support Adaptations Statutory provision Person centred care
Opportunities for Reading	NHS careers NHS website Pearson BTEC National Health and Social Care student book Revise BTEC National Health and Social Care Revision Guide and workbook	Pearson BTEC National Health and Social Care student book www.bild.org.uk/information/faqs http://www.nhs.uk/Conditions/social-care-and-support-guide/Pages/assessment-care-needs.aspx http://www.legislation.gov.uk/ukpga/2014/23/pdfs/ukpga_20140023_en.pdf http://www.ndcs.org.uk/family_support/useful_links_and_organisations/financial_support/ http://www.protectingchildren.org.uk/cp-system/child-in-need/caf/	
Developing Cultural Capital (exposure to very best- essential	Applying the essential skills and knowledge to case studies/celebrities	Applying the essential skills and knowledge to case studies/celebrities	Applying the essential skills and knowledge to case studies/celebrities

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<p>knowledge and skills of educated citizens – appreciation of human creativity and achievement.)</p>	<p>Guest speakers from health and social care professions Visit to SHU/Northern General Hospital for CIAG</p>		
<p>Cross Curricular Links (Authentic Connections)</p>	<p>Sociology – Discrimination Science - COSHH</p>	<p>Physical Education – Physical needs Science - Pregnancy</p>	<p>Sociology – Marginalisation, stereotyping, prejudice</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 specialist within the trust who works for the exam board examining this unit.</p>	<p>Each assessment is moderated by another specialist within the trust who works for the exam board examining this unit. 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.</p>	<p>Each assessment is moderated by another specialist within the trust who works for the exam board examining this unit. 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.</p>

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Year 12 diploma (double)	Term 1	Term 2	Term 3
Unit (Tablet in 39 week plan)	Unit 1: Human Lifespan Development Unit 2: Working in Health and Social Care Unit 4: Enquiries into current research in H&SC Unit 12: Supporting individuals with additional needs	Unit 1: Human Lifespan Development Unit 2: Working in Health and Social Care Unit 4: Enquiries into current research in H&SC Unit 12: Supporting individuals with additional needs	Unit 2: Working in Health and Social Care Unit 4: Enquiries into current research in H&SC Unit 5: Meeting individuals care and support needs Unit 8: Promoting public health Unit 12: Supporting individuals with additional needs
Key Retainable Knowledge (Required for Y11/13) <ul style="list-style-type: none"> • What • How... • Why.... 	<ul style="list-style-type: none"> - Physical development across the life stages - Intellectual development across the life stages - Emotional development across the life stages - Social development across the life stages - Factors that affect development - Major life events that affect development - Roles and responsibilities of people working in health and social care settings - Issues where research is carried out in the health and social care sector - Principles, values and skills underpinning meeting the care and support needs of individuals - Ethical issues involved when providing care and support needs to meet individual's needs - Reasons why individuals may experience additional needs 	<ul style="list-style-type: none"> - Effects of ageing -The roles and responsibilities of people who work in the health and social care sector - Research methods in health and social care - Principles behind enabling individuals with care and support needs to overcome challenges - How to overcome the challenges to daily living faced by people with additional needs 	<ul style="list-style-type: none"> - Research methods in health and social care - Roles of professionals and how they work together to provide care to meet individual needs - Roles of professionals and how they work together to provide care to meet individual needs - How to overcome the challenges to daily living faced by people with additional needs - Strategies for developing public health policy to improve the health of individuals and the population
Key Technical Vocabulary (To be	Infancy Early childhood Adolescence Early adulthood Middle adulthood Later adulthood	Physical changes Psychological changes Societal effects Care values Principles	Specific needs Working practices Ethical issues Research skills Origins

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<p>modelled and deliberately practiced in context.)</p>	<p>Physical development Intellectual development Language development Emotional development Social development Nature Nurture Genetic Environmental Social Economic Predictable events Unpredictable events Roles Responsibilities Careers Health care Social Care Purpose of research Issues Conflict of interest Balancing resources Minimising risk Diagnosis Cognitive/learning needs Physical/health needs Social needs Emotional needs</p>	<p>Partnership working Monitoring Public sector Private sector Voluntary sector Access issues Representing interests of service users Regulation Research methodologies Planning research Disability Environmental challenges Social challenges Personal challenges Attitudes</p>	<p>Aims Equality Diversity Discrimination Skills Attributes Empathy Ethical issues Ethical approaches Legislation Guidance Public health policy Strategies Monitoring Health status Influence</p>
<p>Opportunities for Reading</p>	<p>Pearson BTEC National Health and Social Care student book Revise BTEC National Health and Social Care Revision Guide and workbook Simply Psychology NHS careers NHS website Care Quality Commission NICE guidelines Journals/articles https://www.bartleby.com/essay/How-Anti-Discriminatory-Practice-is-Promoted-in-F3J3K6RJVV</p>	<p>Pearson BTEC National Health and Social Care student book Revise BTEC National Health and Social Care Revision Guide and workbook Simply Psychology NHS careers NHS website Care Quality Commission NICE guidelines Journals/articles https://www.bartleby.com/essay/How-Anti-Discriminatory-Practice-is-Promoted-in-F3J3K6RJVV www.bild.org.uk/information/faqs http://www.nhs.uk/Conditions/social-care-and-support-guide/Pages/assessment-care-needs.aspx http://www.legislation.gov.uk/ukpga/2014/23/pdfs/ukpga_20140023-en.pdf http://www.ndcs.org.uk/family_support/useful_links_and_organisations/financial_support/</p>	<p>Pearson BTEC National Health and Social Care student book Revise BTEC National Health and Social Care Revision Guide and workbook NHS careers NHS website Care Quality Commission NICE guidelines Journals/articles https://www.bartleby.com/essay/How-Anti-Discriminatory-Practice-is-Promoted-in-F3J3K6RJVV www.hpc-uk.org www.hscic.gov.uk www.cqc.org.uk/content/help-advice www.gov.uk https://spearheadelearning.com/equality-and-diversity-in-health-and-social-care/ www.bild.org.uk/information/faqs</p>

		<p>http://www.protectingchildren.org.uk/cp-system/child-in-need/caf/</p>	<p>http://www.nhs.uk/Conditions/social-care-and-support-guide/Pages/assessment-care-needs.aspx http://www.legislation.gov.uk/ukpga/2014/23/pdfs/ukpga_20140023_en.pdf http://www.ndcs.org.uk/family_support/useful_links_and_organisations/financial_support/ http://www.protectingchildren.org.uk/cp-system/child-in-need/caf/ http://www.cancerresearchuk.org/health-professional/early-diagnosis-activities/be-clear-on-cancer https://www.gov.uk/government/topics/public-health https://www.gov.uk/government/organisations/public-health-england</p>
<p>Developing Cultural Capital (exposure to very best-essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)</p>	<p>Applying the essential skills and knowledge to case studies/celebrities Guest speakers from health and social care professions Visit to SHU/Northern General Hospital for CIAG Using statistics from Office for National Statistics Care Quality Commission inspections</p>	<p>Applying the essential skills and knowledge to case studies/celebrities Guest speakers from health and social care professions Visit to SHU/Northern General Hospital for CIAG Using statistics from Office for National Statistics Care Quality Commission inspections</p>	<p>Applying the essential skills and knowledge to case studies/celebrities Guest speakers from health and social care professions Visit to SHU/Northern General Hospital for CIAG Using statistics from Office for National Statistics Care Quality Commission inspections Current public health policies Change 4 life World Health Organisation (WHO)</p>
<p>Cross Curricular Links (Authentic Connections)</p>	<p>Science – COSHH Psychology/Sociology – life stage development, factors affecting development, factors affecting discrimination, purpose of research, issues of research</p>	<p>Science – COSHH Psychology/Sociology – life stage development, factors affecting development, discrimination, marginalisation, stereotyping, prejudice, research methods, ethical issues, research skills</p>	<p>Science – COSHH Psychology/Sociology – life stage development, factors affecting development, discrimination, marginalisation, stereotyping, prejudice, empathy/ethical theories, discrimination, equality, diversity, research methods, ethical issues, research skills, demographic data, health policy IT – Confidentiality</p>

Curriculum Sequencing Grid: *Health and Social Care*

<p>Key Assessments</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 specialist within the trust who works for the exam board examining this unit. 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.</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 specialist within the trust who works for the exam board examining this unit. 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.</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 specialist within the trust who works for the exam board examining this unit. 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.</p>
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Curriculum Sequencing Grid: *Health and Social Care*

Year 13 diploma (double)	Term 1	Term 2	Term 3
Unit (Tablet in 39 week plan)	Unit 4: Enquiries into current research in H&SC Unit 5: Meeting individuals care and support needs Unit 7: Principles of safe practice in H&SC	Unit 8: Promoting public health Unit 19: Nutritional health Unit 7: Principles of safe practice in H&SC	Unit 19: Nutritional health Unit 7: Principles of safe practice in H&SC
Key Retainable Knowledge (Required for Y11/13) <ul style="list-style-type: none"> • What... • How.... • Why.... 	<ul style="list-style-type: none"> - Carrying out and reviewing relevant secondary research into a contemporary health and social care issue - The roles of organisations in the health and social care sector - Working with people with specific needs in the health and social care sector - How a duty of care contributes to safe practice in health and social care settings 	<ul style="list-style-type: none"> - How to recognise and respond to concerns about abuse and neglect in health and social care settings - Factors affecting health and the impact of addressing these factors to improve public health - How health is promoted to improve the health of the population - How health promotion encourages individuals to change their behaviour in relation to their own health - Concepts of nutritional health and characteristics of essential nutrients - Factors affecting dietary intake and nutritional health 	<ul style="list-style-type: none"> - The influence of health and safety legislation and policies in health and social care settings - Procedures and responsibilities to maintain health and safety and respond to accidents and emergencies in health and social care settings - Plan nutrition to improve individuals' nutritional health
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	Secondary sources Evaluation Applications Overcoming challenges Personalisation Communication techniques Multi-agency working Multi-disciplinary team Confidentiality Managing information Support Adaptations Statutory provision Person centred care Duty of care Complaints procedure	Types of abuse Signs of abuse Vulnerable Neglect Factors affecting health Socio-economic Health promoters Public health Well being Disease prevention Control measures Health promotion campaign Models Theories Nutrition Recommended Daily Intakes Nutrients Dietary needs	Legislation Policies Health and safety Accidents Emergencies Responsibilities Nutrient intake Diet plan

Curriculum Sequencing Grid: *Health and Social Care*

<p>Opportunities for Reading</p>	<p>Pearson BTEC National Health and Social Care student book Revise BTEC National Health and Social Care Revision Guide and workbook Care Quality Commission NICE guidelines Journals/articles www.hpc-uk.org www.hscic.gov.uk www.cqc.org.uk/content/help-advice www.gov.uk https://spearheadelearning.com/equality-and-diversity-in-health-and-social-care/ http://www.nhs.uk/Conditions/social-care-and-support-guide/Pages/vulnerable-people-abuse-safeguarding.aspx https://www.england.nhs.uk/wp-content/uploads/2017/02/adult-pocket-guide.pdf http://www.skillsforcare.org.uk/Document-library/Skills/Mental-health/Principles-to-practice---good-mental-health-and-wellbeing-in-adult-social-care.pdf http://www.skillsforcare.org.uk/Document-library/Skills/Mental-health/Principles-to-practice---good-mental-health-and-wellbeing-in-adult-social-care.pdf</p>	<p>Pearson BTEC National Health and Social Care student book Revise BTEC National Health and Social Care Revision Guide and workbook http://www.nhs.uk/Conditions/social-care-and-support-guide/Pages/vulnerable-people-abuse-safeguarding.aspx https://www.england.nhs.uk/wp-content/uploads/2017/02/adult-pocket-guide.pdf http://www.skillsforcare.org.uk/Document-library/Skills/Mental-health/Principles-to-practice---good-mental-health-and-wellbeing-in-adult-social-care.pdf http://www.skillsforcare.org.uk/Document-library/Skills/Mental-health/Principles-to-practice---good-mental-health-and-wellbeing-in-adult-social-care.pdf http://www.cancerresearchuk.org/health-professional/early-diagnosis-activities/be-clear-on-cancer https://www.gov.uk/government/topics/public-health https://www.gov.uk/government/organisations/public-health-england https://www.nutritionociety.org/yournutrition https://www.nutrition.org.uk/healthyliving/healthyeating.html</p>	<p>Pearson BTEC National Health and Social Care student book Revise BTEC National Health and Social Care Revision Guide and workbook http://www.nhs.uk/Conditions/social-care-and-support-guide/Pages/vulnerable-people-abuse-safeguarding.aspx https://www.england.nhs.uk/wp-content/uploads/2017/02/adult-pocket-guide.pdf http://www.skillsforcare.org.uk/Document-library/Skills/Mental-health/Principles-to-practice---good-mental-health-and-wellbeing-in-adult-social-care.pdf http://www.skillsforcare.org.uk/Document-library/Skills/Mental-health/Principles-to-practice---good-mental-health-and-wellbeing-in-adult-social-care.pdf https://www.nutritionociety.org/yournutrition https://www.nutrition.org.uk/healthyliving/healthyeating.html</p>
<p>Developing Cultural Capital (exposure to very best-essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)</p>	<p>Applying the essential skills and knowledge to case studies/celebrities Using statistics from Office for National Statistics Care Quality Commission inspections Safeguarding and duty of care legislation and policies Types and signs of abuse DBS checks First aid</p>	<p>Applying the essential skills and knowledge to case studies/celebrities Safeguarding and duty of care legislation and policies Types and signs of abuse DBS checks First aid Current public health policies Change 4 life World Health Organisation (WHO) Eatwell plate Growth charts Food allergies/intolerances Applying the essential skills and knowledge to case studies/celebrities</p>	<p>Applying the essential skills and knowledge to case studies/celebrities Safeguarding and duty of care legislation and policies Types and signs of abuse DBS checks First aid Applying the essential skills and knowledge to case studies/celebrities</p>

Curriculum Sequencing Grid: *Health and Social Care*

<p>Cross Curricular Links (Authentic Connections)</p>	<p>Psychology/Sociology – empathy/ethical theories, discrimination, equality, diversity, evaluation of research, wider application of research IT – Confidentiality</p>	<p>Sociology – Factors affecting health, socio-economic factors Psychology – theories of behaviour change Physical education – Health promoters, promoting public health, health promotion campaigns, nutritional health, RDIs, dietary needs, factors affecting health IT – Data protection</p>	<p>Science – Infection control, hazardous substances Physical Education – First aid, nutritional health plan</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 specialist within the trust who works for the exam board examining this unit. 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.</p>	<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.</p>	<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.</p>

Curriculum Sequencing Grid: *Health and Social Care*

Year 12 extended diploma (triple)	Term 1	Term 2	Term 3
Unit (Tablet in 39 week plan)	Unit 3: Anatomy and physiology for health and social care Unit 6: Work experience in health and social care Unit 10: Sociological perspectives Unit 14: Psychological disorders and their care	Unit 3: Anatomy and physiology for health and social care Unit 6: Work experience in health and social care Unit 10: Sociological perspectives Unit 14: Psychological disorders and their care	Unit 3: Anatomy and physiology for health and social care Unit 6: Work experience in health and social care Unit 10: Sociological perspectives Unit 14: Psychological disorders and their care
Key Retainable Knowledge (Required for Y11/13) <ul style="list-style-type: none"> • What ... How Why 	<ul style="list-style-type: none"> - The structure and organisation of the human body - The benefits of work experience in health and social care for own learning and development - Carry out work experience tasks to meet set objectives - How sociological concepts and perspectives are applied to the study of health and social care - The causes and effects of physiological disorders 	<ul style="list-style-type: none"> - Structure, function and disorders of body systems - A work experience plan to support own learning and development - Carry out work experience tasks to meet set objectives - How sociological concepts and perspectives are applied to the study of health and social care - Investigation and diagnosis of physiological disorders 	<ul style="list-style-type: none"> - Structure, function and disorders of body systems - A work experience plan to support own learning and development - Carry out work experience tasks to meet set objectives - How sociological approaches support understanding of models and concepts of health - Treatment and support for service users with physiological disorders
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	Cells Tissues Organs Energy Genetics Skills Attributes Expectations Careers Tasks Shadowing Observations Diversity Culture Identity Perspectives Physiological disorders Signs Symptoms	Homeostasis Cardiovascular Respiratory Skeletal Muscular Digestive Preparation Goals Learning objectives Tasks Shadowing Observations Diversity Culture Identity Perspectives Investigative procedures Diagnostic procedures	Nervous Endocrine Lymphatic Immune Renal Reproductive Preparation Goals Learning objectives Tasks Shadowing Observations Models Concepts Treatment Support Carers Care settings

<p>Opportunities for Reading</p>	<p>Pearson BTEC National Health and Social Care student book Revise BTEC National Health and Social Care Revision Guide and workbook NHS careers website www.communitycare.com www.nursingtimes.com http://sociology.about.com/od/ Disciplines/a/Sociology-Of-Health-Illness.htm www.nhs.uk/Conditions/Alzheimers-disease/Pages/Introduction.aspx http://www.nhs.uk/Conditions/Diabetes/Pages/Diabetes.aspx https://www.diabetes.co.uk/autoimmune-diseases.html https://www.arthritisresearchuk.org/arthritis-information/conditions/rheumatoid-arthritis.aspx NHS website</p>	<p>Pearson BTEC National Health and Social Care student book Revise BTEC National Health and Social Care Revision Guide and workbook NHS careers website www.communitycare.com www.nursingtimes.com http://sociology.about.com/od/ Disciplines/a/Sociology-Of-Health-Illness.htm www.nhs.uk/Conditions/Alzheimers-disease/Pages/Introduction.aspx http://www.nhs.uk/Conditions/Diabetes/Pages/Diabetes.aspx https://www.diabetes.co.uk/autoimmune-diseases.html https://www.arthritisresearchuk.org/arthritis-information/conditions/rheumatoid-arthritis.aspx NHS website</p>	<p>Pearson BTEC National Health and Social Care student book Revise BTEC National Health and Social Care Revision Guide and workbook NHS careers website www.communitycare.com www.nursingtimes.com http://sociology.about.com/od/ Disciplines/a/Sociology-Of-Health-Illness.htm www.nhs.uk/Conditions/Alzheimers-disease/Pages/Introduction.aspx http://www.nhs.uk/Conditions/Diabetes/Pages/Diabetes.aspx https://www.diabetes.co.uk/autoimmune-diseases.html https://www.arthritisresearchuk.org/arthritis-information/conditions/rheumatoid-arthritis.aspx NHS website</p>
<p>Developing Cultural Capital (exposure to very best-essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)</p>	<p>100 hours work experience in a choice of setting Celebration of diversity Models of health Effects of inequality Demographic data Disorders of the body and treatment available Applying the essential skills and knowledge to case studies/celebrities</p>	<p>Exposure to disorders of the human body 100 hours work experience in a choice of setting Celebration of diversity Models of health Effects of inequality Demographic data Disorders of the body and treatment available Applying the essential skills and knowledge to case studies/celebrities</p>	<p>Exposure to disorders of the human body 100 hours work experience in a choice of setting Celebration of diversity Models of health Effects of inequality Demographic data Disorders of the body and treatment available Applying the essential skills and knowledge to case studies/celebrities</p>
<p>Cross Curricular Links (Authentic Connections)</p>	<p>Science/Physical Education – body cells, tissues, organs, energy, genetics. Physiological disorders Sociology – Diversity, equality, sociological perspectives</p>	<p>Science/Physical Education – homeostasis, body systems, investigative procedures, diagnostic procedures Sociology – Diversity, equality, sociological perspectives</p>	<p>Science/Physical Education – body systems, provision of treatment and support Psychology – Models of health</p>

Curriculum Sequencing Grid: *Health and Social Care*

<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 specialist within the trust.</p> <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.</p>	<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.</p>	<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.</p>
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Curriculum Sequencing Grid: *Health and Social Care*

Year 13 extended diploma (triple)	Term 1	Term 2	Term 3
Unit (Tablet in 39 week plan)	Unit 3: Anatomy and physiology for health and social care Unit 6: Work experience in health and social care Unit 10: Sociological perspectives Unit 14: Psychological disorders and their care	Unit 18: Assessing children's development and support needs Unit 6: Work experience in health and social care Unit 10: Sociological perspectives Unit 14: Psychological disorders and their care	Unit 10: Sociological perspectives Unit 18: Assessing children's development and support needs
Key Retainable Knowledge (Required for Y11/13) <ul style="list-style-type: none"> • What ... How Why 	<ul style="list-style-type: none"> - Medical research - Reflect on how work experience influences own personal and professional development - How social inequalities, demographic change, and patterns and trends affect health and social care delivery - Treatment plan for service users with physiological disorders to meet their needs 	<ul style="list-style-type: none"> - Reflect on how work experience influences own personal and professional development - How social inequalities, demographic change, and patterns and trends affect health and social care delivery - Treatment plan for service users with physiological disorders to meet their needs - Patterns, principles and theories that contribute to an understanding of growth and development in children from birth to eight years 	<ul style="list-style-type: none"> - How social inequalities, demographic change, and patterns and trends affect health and social care delivery - Factors that may impact on children's growth and Development - How assessment is used to identify children's stages of growth and development and their support needs
Key Technical Vocabulary (To be modelled and deliberately practiced in context.)	Data Analysis Epidemiological Personal development Professional development Feedback Action planning Inequalities Society Demographic Patterns Trends Care methods Strategies	Personal development Professional development Feedback Action planning Inequalities Society Demographic Patterns Trends Care methods Strategies Growth Development Theories of development	Inequalities Society Demographic Patterns Trends Factors Assessment
Opportunities for Reading	Pearson BTEC National Health and Social Care student book Revise BTEC National Health and Social Care Revision Guide and workbook NHS careers website www.communitycare.com www.nursingtimes.com	Pearson BTEC National Health and Social Care student book NHS careers website www.communitycare.com www.nursingtimes.com http://sociology.about.com/od/Disciplines/a/Sociology-Of-Health-Illness.htm	Pearson BTEC National Health and Social Care student book www.communitycare.com www.nursingtimes.com http://sociology.about.com/od/Disciplines/a/Sociology-Of-Health-Illness.htm

Curriculum Sequencing Grid: *Health and Social Care*

	<p>http://sociology.about.com/od/ Disciplines/a/Sociology-Of-Health-Illness.htm www.nhs.uk/Conditions/Alzheimers-disease/Pages/Introduction.aspx http://www.nhs.uk/Conditions/Diabetes/Pages/Diabetes.aspx https://www.diabetes.co.uk/autoimmune-diseases.html https://www.arthritisresearchuk.org/arthritis-information/conditions/rheumatoid-arthritis.aspx NHS website</p>	<p>www.nhs.uk/Conditions/Alzheimers-disease/Pages/Introduction.aspx http://www.nhs.uk/Conditions/Diabetes/Pages/Diabetes.aspx https://www.diabetes.co.uk/autoimmune-diseases.html https://www.arthritisresearchuk.org/arthritis-information/conditions/rheumatoid-arthritis.aspx NHS website www.developmentmap.co.uk Early Years Educator</p>	<p>www.nhs.uk/Conditions/Alzheimers-disease/Pages/Introduction.aspx http://www.nhs.uk/Conditions/Diabetes/Pages/Diabetes.aspx https://www.diabetes.co.uk/autoimmune-diseases.html https://www.arthritisresearchuk.org/arthritis-information/conditions/rheumatoid-arthritis.aspx NHS website www.developmentmap.co.uk Early Years Educator</p>
<p>Developing Cultural Capital (exposure to very best-essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)</p>	<p>National studies and statistics 100 hours work experience in a choice of setting Celebration of diversity Models of health Effects of inequality Demographic data Disorders of the body and treatment available Applying the essential skills and knowledge to case studies/celebrities</p>	<p>100 hours work experience in a choice of setting Celebration of diversity Models of health Effects of inequality Demographic data Disorders of the body and treatment available Developmental milestones Factors affecting development and the effects Applying the essential skills and knowledge to case studies/celebrities</p>	<p>Celebration of diversity Models of health Effects of inequality Demographic data Disorders of the body and treatment available Common Assessment Framework (CAF) Applying the essential skills and knowledge to case studies/celebrities</p>
<p>Cross Curricular Links (Authentic Connections)</p>	<p>Psychology/Sociology – collecting research, inequalities, demographic changes, validity, reliability Physical Education – Treatment planning</p>	<p>Psychology/Sociology – collecting research, inequalities, demographic changes, theories of development Physical Education – Treatment planning</p>	<p>Psychology/Sociology - factors affecting development</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 specialist within the trust. 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</p>	<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.</p>	<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</p>

Curriculum Sequencing Grid: *Health and Social Care*

	<p>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.</p>		<p>then again, marked by the teacher and internally verified to ensure accuracy of assessment.</p>
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