Curriculum Map

	Autumn	Spring	Summer
Content- WHAT will be learned? Please use following links for specific details on what will be learnt in each unit: https://ocr.org.uk/Images/258654- building-positive-relationships-in-health- and-social-care.pdf https://ocr.org.uk/Images/258655- equality-diversity-and-rights-in-health- and-social-care.pdf https://ocr.org.uk/Images/258672- supporting-people-with-mental-health- conditions.pdf What previous learning can be linked? Why this order/sequence? Unit 1 and 2 take place first in year 12 as elements covered within these units provide key knowledge that can be drawn on in other units e.g., cultural factors are introduced in unit 1 and later applied to the promotion of equality and diversity in unit 2. Person-centred care is also introduced in unit 1 and then later applied to safeguarding individuals in unit 3. Unit 17 takes place in year 12 as it provides a fundamental basis of key knowledge that then is drawn on in later units e.g., legislation is introduced in unit 17 and then later applied to anti- discriminatory practice and promoting health, safety and security in later units.	 Unit 1: Building positive relationships in health and social care What will be learned? Understanding of the various relationships that can be built in health and social care environments. Applications of communication and relationship building skills in a practical way. How different factors including context can impact on the building of positive relationships. How the concept of the person-centred approach helps with relationship building skills. How reflective practice can be used to ensure positive interactions. Unit 17: Supporting people with mental health conditions What will be learned? Understanding of the meaning of mental health and mental health needs. Understanding of issues linked with mental health and mental health promotion and support. Understanding of the various ways to promote mental wellbeing. Understanding of the various models of mental health. Understanding of the various models of mental health. Understanding of legislation and guidance and service strategies in place to ensure inclusion for those with mental health conditions. What previous learning can be linked? Links with previous learning from unit 1- person-centred care approaches can be applied to this topic to explain how different treatment and support services can benefit individual. Unit 1- understanding of how various relationships can be built can also be applied to this topic to help understand the impact of care and support received from various professionals. 	 Finishing Unit 17: Supporting people with mental health conditions What will be learned? Understanding of the meaning of mental health and mental health needs. Understanding of issues linked with mental health and mental health promotion and support. Understanding of the effects of mental health conditions on an individual. Understanding of the various ways to promote mental wellbeing. Understanding of the various models of mental health. Understanding of legislation and guidance and service strategies in place to ensure inclusion for those with mental health conditions. What previous learning can be linked? Links with previous learning from unit 1- person-centred care approaches can be applied to this topic to explain how different treatment and support services can benefit individuals. Unit 1- understanding of how various relationships can be built can also be applied to this topic to help understand the impact of care and support received from various professionals. Unit 2: Equality, diversity and rights in health and social care What will be learned? Understanding of the values of care and how to promote diversity. Understanding of the values of care and how these can be applied. Understanding of the values of care and how these can be applied. Understand of the effects of discrimination on individuals. Understand how to promote anti-discriminatory practices. Understand how to appropriately respond to discriminatory incidents. What previous learning can be linked? Links with previous learning can be linked? Links with previous learning tom unit 1- person-centred care approaches can be applied to this topic to explain how the values of care can be applied to individuals. Unit 1- understanding of how various relationships can be built can also be applied to help understand in place to ensure inclusion can be applied to individuals.	Finishing Un What will be Understandi diversity. Understandi individuals' r Understandi Understand Understand Understand What previo Links with pr approaches care can be a relationships understand Unit 17- und applied to he anti-discrimi
Skills- What will be developed?	Pass: at Pass, learners should be able to show sound knowledge of the basic elements of much of the content being assessed.	Pass: at Pass, learners should be able to show sound knowledge of the basic elements of much of the content being assessed.	Pass: at Pass, basic elemen
Understanding of Pass, Merit and distinction level descriptors for portfolio units	Merit: At Merit, learners show good knowledge and understanding of many elements of the content being assessed and can regularly apply their understanding to different situations and problems.	Merit: At Merit, learners show good knowledge and understanding of many elements of the content being assessed and can regularly apply their understanding to different situations and problems.	Merit: At Me many elemer their underst
	Distinction: At Distinction, learners show thorough knowledge and understanding of many elements of the content being assessed and apply their understanding to increasingly advanced and complex	Distinction: At Distinction, learners show thorough knowledge and understanding of many elements of the content being assessed and apply their understanding to increasingly advanced and complex	Distinction: A understandir apply their u

Unit 2: Equality, diversity and rights in health and social care be learned?

nding of what makes individuals diverse and how to promote

nding of individuals rights and legislation in place to support s' rights.

nding of the values of care and how these can be applied. Inding of the effects of discrimination on individuals.

nd strategies that can be used to promote equality and versity.

nd how to promote anti-discriminatory practices.

nd how to appropriately respond to discriminatory incidents. vious learning can be linked?

previous learning from unit 1- person-centred care es can be applied to this topic to explain how the values of e applied to individuals. Unit 1- understanding of how various ips can be built can also be applied to this topic to help ad the impact of discriminatory practices on an individual. Inderstanding of legislation in place to ensure inclusion can be help understand current legislation in place that promotes minatory practice.

ass, learners should be able to show sound knowledge of the nents of much of the content being assessed.

Merit, learners show good knowledge and understanding of nents of the content being assessed and can regularly apply erstanding to different situations and problems.

n: At Distinction, learners show thorough knowledge and iding of many elements of the content being assessed and r understanding to increasingly advanced and complex

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	situations and problems. Detailed explanation, evaluation and analysis are undertaken.	situations and problems. Detailed explanation, evaluation and analysis are undertaken.	situations ar are underta
	Develop essential knowledge and understanding of different areas of the subject and how they relate to each other.	Develop essential knowledge and understanding of different areas of the subject and how they relate to each other.	Develop ess the subject a
	Develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject.	Develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject.	Develop the developing a subject.
	A greater understanding of and compassion for those that access the health and social care sector is developed throughout the course. Students will also develop their ability to look deeper and question the impact of the world around us on an individual. Group work and communication skills are developed when working independently to support each other with their learning and withing unit tasks. Communication skills are also developed through cold calling and feedback on assessments.	A greater understanding of and compassion for those that access the health and social care sector is developed throughout the course. Students will also develop their ability to look deeper and question the impact of the world around us on an individual. Group work and communication skills are developed when working independently to support each other with their learning and withing unit tasks. Communication skills are also developed through cold calling, regular practice at answering exam questions and feedback on assessments.	A greater un health and s Students wil impact of th Group work independen unit tasks. C calling, regu assessments
Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	Unit 1: The methods that individuals require to build positive relationships and the factors that can support or prevent the building of positive relationships. This knowledge will provide students with the ability to analyse the impact of these factors in future units which require this understanding. Unit 17: The various approaches that individuals can take to support individuals with mental health conditions e.g., care/treatment, the influence of legislation in relation to mental health needs. This knowledge will help students to analyse how legislation can be used to protect individuals in future units which require this understanding. Students will also develop the understanding that there is not one explanation for mental health conditions, and these can be influenced by a variety of factors. Through the completion of unit 1 and 17 students will gain knowledge that takes them beyond their own perceptions and experiences of society. Students will gain knowledge of how different individuals interact and how wider factors can impact these interactions. Students will also gain integral skills that can be taken into their wider life experiences such as communication, compassion and empathy.	Unit 17: The various approaches that individuals can take to support individuals with mental health conditions e.g., care/treatment, the influence of legislation in relation to mental health needs. This knowledge will help students to analyse how legislation can be used to protect individuals in future units which require this understanding. Students will also develop the understanding that there is not one explanation for mental health conditions, and these can be influenced by a variety of factors. Unit 2: Questions such as what equality is, how can we promote diversity and how can we ensure our rights are maintained will be answered through exploration of the core care values and anti- discriminatory legislation, guidance and service strategies. This knowledge will help students to analyse the impact of legislation in this and future units which require this understanding. Through the completion of unit 2 and 17 students will gain knowledge that takes them beyond their own perceptions and experiences of society. Students will gain integral skills that can be taken into their wider life experiences such as compassion and empathy.	Unit 2: Ques diversity and answered th discriminato knowledge v and future u Through the them beyon Students wil experiences
SEND- how will support be seen? Seating plans? Simplified questions? If any needs emerge throughout student's time studying Health and Social Care adaptations are made to ensure all students get the necessary support to be successful.	Seating plans are mixed. Oral and written modelling (on the board/displayed on the visualiser) Self, peer, and teacher assessments used to provide each student with individual feedback. Scaffolding of portfolio assignments and exam questions to ensure understanding of expectations of varied question styles that students will need to apply their knowledge to in health and social care. Cold calling questions pitched to enable all students to succeed. Access arrangements given during in class assessments. All materials used in lessons made available to all students digitally, via SharePoint, to enable students to access this outside of their lessons.	Seating plans are mixed. Oral and written modelling (on the board/displayed on the visualiser) Self, peer, and teacher assessments used to provide each student with individual feedback. Scaffolding of portfolio assignments and exam questions to ensure understanding of expectations of varied question styles that students will need to apply their knowledge to in health and social care. Cold calling questions pitched to enable all students to succeed. Access arrangements given during in class assessments. All materials used in lessons made available to all students digitally, via SharePoint, to enable students to access this outside of their lessons.	Seating plan Oral and wri Self, peer, an individual fe Scaffolding o understandi will need to Cold calling Access arrar used in lesso to enable stu

and problems. Detailed explanation, evaluation and analysis taken.

essential knowledge and understanding of different areas of ct and how they relate to each other.

heir interest in and enthusiasm for the subject, including g an interest in further study and careers associated with the

understanding of and compassion for those that access the d social care sector is developed throughout the course. will also develop their ability to look deeper and question the the world around us on an individual.

ork and communication skills are developed when working ently to support each other with their learning and withing . Communication skills are also developed through cold gular practice at answering exam questions and feedback on nts.

uestions such as what equality is, how can we promote and how can we ensure our rights are maintained will be through exploration of the core care values and antiatory legislation, guidance and service strategies. This will help students to analyse the impact of legislation in this e units which require this understanding.

the completion of 17 students will gain knowledge that takes ond their own perceptions and experiences of society. will gain integral skills that can be taken into their wider life ses such as compassion and empathy.

ans are mixed.

written modelling (on the board/displayed on the visualiser) , and teacher assessments used to provide each student with feedback.

g of portfolio assignments and exam questions to ensure nding of expectations of varied question styles that students to apply their knowledge to in health and social care.

ng questions pitched to enable all students to succeed. rangements given during in class assessments. All materials ssons made available to all students digitally, via SharePoint, students to access this outside of their lessons.

Assessment- What? Why?	Formal assessment	Formal assessment	Formal asses
		Unit 17: students will complete 7 internally and externally assessed	Unit 2: Durin
	Unit 1: students will complete 9 internally and externally assessed	portfolio tasks. The tasks set will assess the full range of skills required	unit 2 mock
	portfolio tasks. The tasks set will assess the full range of skills required	by the exam board. There are 4 pass grade tasks, 2 merit grade tasks	exam series.
	by the exam board. There are 5 pass grade tasks, 3 merit grade tasks	and 1 distinction grade task. Students complete all tasks rather than	exam board
	and 1 distinction grade task. Students complete all tasks rather than just the top-grade task as it is compulsory that all tasks are successfully	just the top-grade task as it is compulsory that all tasks are successfully completed to be awarded the top grade.	whole class)
	completed to be awarded the top grade.	Informal assessment	Students will
	Unit 17: students will complete 7 internally and externally assessed portfolio tasks. The tasks set will assess the full range of skills required	Students will be assessed informally for this unit through the use of cold and show calling. This will enable students to gain instant feedback	Informal asso
	by the exam board. There are 4 pass grade tasks, 2 merit grade tasks and 1 distinction grade task. Students complete all tasks rather than	on their portfolio work and provide the opportunity to tackle any misconceptions prior to the handing in of tasks.	Students will will be comp
	just the top-grade task as it is compulsory that all tasks are successfully completed to be awarded the top grade.	Formal assessment	retrieval of p students to r
	Informal assessment	Unit 2: Students will complete at least 1 formal assessment totalling 30 marks for learning objective taught during this term. The questions	identificatior
	Students will be assessed informally for both units through the use of	chosen will ensure that students are assessed on all skills they will be	Students will
	cold and show calling. This will enable students to gain instant feedback	assessed on in their exam and will be selected from past paper	through the
	on their portfolio work and provide the opportunity to tackle any misconceptions prior to the handing in of tasks.	questions. All groups will complete the same assessment. This is done to provide students with the opportunity to develop a strong	various point students to r
		understanding of the way they will be assessed during the exam they will sit at the end of this unit.	assessment
		Students will complete at least fortnightly informal assessments. These	
		will be completed through the setting of satchel quizzes focussed on retrieval of previously covered areas. These are done to encourage students to retrieve previous topic content and to allow for the identification of common misconceptions or areas of concern.	
		Students will also complete informal assessment during every lesson through the completion of exam practice questions completed at various points throughout the learning journey. This is done to allow students to receive regular feedback using live marking, peer or self- assessment methods.	
What memory for learning skills will be required- modelling? Concrete answers?	Most lessons start with a retrieval practice activity on content previously covered. These activities take a variety of forms.	Most lessons start with a retrieval practice activity on content previously covered. These activities take a variety of forms.	Most lessons previously co
Retrieval?	Modelling both orally and in written form via use of the visualiser/embedded in the PPT is used on a regular basis.	Modelling both orally and in written form via use of the visualiser/embedded in the PPT is used on a regular basis.	Modelling bo visualiser/en
	Model answer used in lessons and with formal assessments.	Model answer used in lessons and with formal assessments.	Model answe
	Students encouraged to make/use revision flashcards on topics being covered/have been covered if they have completed their classwork tasks. Pre-made flashcards are available on student desks to enable	Students encouraged to make/use revision flashcards on topics being covered/have been covered if they have completed their classwork tasks. Pre-made flashcards are available on student desks to enable	Students end covered/hav tasks. Pre-ma
	further retrieval practice and are colour coded according to the topic that they relate to.	further retrieval practice and are colour coded according to the topic that they relate to.	further retrie
	Use of visualisers to show thinking skills when breaking down and answering an exam question.	Use of visualisers to show thinking skills when breaking down and answering an exam question.	Use of visual answering an
	Cold calling regularly used to encourage retrieval.	Cold calling regularly used to encourage retrieval.	Cold calling r
			1

sessment

uring the first half of this term students will complete a full ck examination. The past paper sat will be from the previous es. This is done as students are unable to access this via the rd enabling a fairer assessment and feedback (individual and ss) of any areas of concern.

will also complete an external exam for this unit.

ssessment

will complete at least fortnightly informal assessments. These mpleted through the setting of satchel quizzes focussed on of previously covered areas. These are done to encourage to retrieve previous topic content and to allow for the tion of common misconceptions or areas of concern.

will also complete informal assessment during every lesson he completion of exam practice questions completed at bints throughout the learning journey. This is done to allow to receive regular feedback using live marking, peer or selfnt methods.

ons start with a retrieval practice activity on content covered. These activities take a variety of forms.

both orally and in written form via use of the 'embedded in the PPT is used on a regular basis.

swer used in lessons and with formal assessments.

encouraged to make/use revision flashcards on topics being have been covered if they have completed their classwork -made flashcards are available on student desks to enable trieval practice and are colour coded according to the topic relate to.

ualisers to show thinking skills when breaking down and g an exam question.

g regularly used to encourage retrieval.

se of knowledge organisers and satchel quizzes

Literacy- reading, extended accurate	All level 3 subject specific terminology is broken down, discussed, and	All level 3 subject specific terminology is broken, discussed, and All	All level 3 su
writing and oracy opportunities	explained in lessons with students to enable them to understand the texts they read throughout course – e.g., in exam papers, the textbook	level 3 subject specific terminology is broken down, discussed, and explained in lessons with students to enable them to understand the	level 3 subje explained in
	and wider reading.	texts they read throughout course – e.g., in exam papers, the textbook and wider reading.	texts they re and wider re
	It is a compulsory element of the curriculum that students carry our wider reading to enable them to successfully complete their portfolio tasks during this term. They are also encouraged to carry out wider	Exam scenarios/questions are read together and broken down to support understanding, key terminology is explained.	Exam scena support und
	 reading through the super-curriculum- a feedback form is provided for students, as part of this students are asked to write about any challenges they faced when reading super-curriculum article so that appropriate support can be offered. Writing strategies: make use of the I do/we do/you do to scaffold how to appropriately structure and write responses to portfolio tasks. Individual tailored feedback is provided to all students on how to develop their writing. Planning of portfolio tasks takes place prior to students on the students of the students o	It is a compulsory element of the curriculum that students carry our wider reading to enable them to successfully complete their portfolio tasks during this term. They are also encouraged to carry out wider reading through the super-curriculum– a feedback form is provided for students, as part of this students are asked to write about any challenges they faced when reading super-curriculum article so that appropriate support can be offered.	Students an curriculum- students are reading sup offered. Writing stra to appropria
	students writing responses. Oracy skills are developed during this term through completion of a compulsory one-to-one and group interaction. These skills are also developed through responding to cold call questions and the sharing of their ideas and opinions.	Writing strategies: make use of the I do/we do/you do to scaffold how to appropriately structure and write responses to exam questions. Individual tailored feedback is provided to all students on how to develop their writing. Planning of long answer questions takes place prior to students writing responses. A large amount of practice and reflection on appropriate exam responses for different styles of question is carried out throughout the exam unit.	Individual ta develop the prior to stud reflection of question is of Oracy skills and the sha
		Oracy skills are developed through responding to cold call questions and the sharing of their ideas and opinions.	and the sha
Numeracy/computing skills	Students are required to complete portfolio tasks on computers programs such as word and PowerPoint.	Students are required to complete portfolio tasks on computers programs such as word and PowerPoint.	During this t homework o
		During this term students will also be required to use satchel to complete their homework quizzes.	
Character development	During this term students will be learning about the various ways that relationships can be built, the factors that impact the building of relationships and how to successfully support individuals with mental health conditions. This will enable students to develop their ability to effectively communicate with a range of different individuals ensuring empathy and respect. Students will also develop their ability to work independently and try to find answers to queries they have themselves before seeking support from their teacher. Students will develop their ability to reflect and improve.	During this term students will be learning how to successfully support individuals with mental health conditions and how to promote equality, diversity and rights. This will enable students to develop their ability to effectively communicate with a range of different individuals ensuring empathy and respect. Students will also develop their ability to work independently and try to find answers to queries they have themselves before seeking support from their teacher. Students will develop their ability to reflect and improve.	During this t diversity and effectively c empathy an independen before seek ability to ref
Equality/Diversity opportunities	During this term students will explore a variety of ideas surrounding the successful building of relationships and how to ensure a person- centred approach. They will also explore the impacts of various relationships on individuals looking at concepts of inclusion and empowerment. This will allow them to develop a strong understanding, appreciation, and level of respect for diversity.	During this term students will explore the impacts of various relationships on individuals looking at concepts of inclusion and empowerment. They will also explore the meaning behind the terms 'equality, diversity and rights', and the promotion of anti-discriminatory practice. This will allow them to develop a strong understanding, appreciation, and level of respect for equality and diversity.	During this t empowerm 'equality, di practice. Th appreciation
	All lessons and tasks are structured to ensure the needs of all students are met (access arrangements, adapted resources etc.)	All lessons and tasks are structured to ensure the needs of all students are met (access arrangements, adapted resources etc.)	All lessons a are met (ac
			individually all students

subject specific terminology is broken, discussed, and All bject specific terminology is broken down, discussed, and in lessons with students to enable them to understand the read throughout course – e.g., in exam papers, the textbook reading.

narios/questions are read together and broken down to nderstanding, key terminology is explained.

are encouraged to carry out wider reading through the supern- a feedback form is provided for students, as part of this are asked to write about any challenges they faced when uper-curriculum article so that appropriate support can be

rategies: make use of the I do/we do/you do to scaffold how priately structure and write responses to exam questions. I tailored feedback is provided to all students on how to heir writing. Planning of long answer questions takes place tudents writing responses. A large amount of practice and on appropriate exam responses for different styles of is carried out throughout the exam unit.

Is are developed through responding to cold call questions haring of their ideas and opinions.

is term students are required to use satchel to complete their k quizzes.

is term students will be learning how to promote equality, and rights. This will enable students to develop their ability to y communicate with a range of different individuals ensuring and respect. Students will also develop their ability to work ently and try to find answers to queries they have themselves eking support from their teacher. Students will develop their reflect and improve.

is term students will explore the concepts of inclusion and ment. They will also explore the meaning behind the terms diversity and rights', and the promotion of anti-discriminatory This will allow them to develop a strong understanding, ion, and level of respect for equality and diversity.

and tasks are structured to ensure the needs of all students access arrangements, adapted resources etc.)

sity of all students is recognised, and the support provided is ly tailored to provide the same opportunities for success for ts.

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	The diversity of all students is recognised, and the support provided is individually tailored to provide the same opportunities for success for all students.	The diversity of all students is recognised, and the support provided is individually tailored to provide the same opportunities for success for all students.	Regular const students to equality an
	Regular conversations around the ideas of inequality occur allowing for students to develop a deep understanding of the importance of equality an recognising and respecting individuals' differences.	Regular conversations around the ideas of inequality occur allowing for students to develop a deep understanding of the importance of equality an recognising and respecting individuals' differences.	
Homework/Independent learning	All homework tasks to be set via satchel.	All homework tasks to be set via satchel.	All homewo
	Independent completion of portfolio tasks is expected during this term in line with exam board guidance.	Independent completion of portfolio tasks is expected during this term in line with exam board guidance.	Satchel quiz continual re
		Satchel quizzes and revision of knowledge organisers to encourage continual retrieval practice of learning objectives covered.	For the full r this as home questions ar will be sat ir
		For the 30 marks in class assessment students will complete preparation for this as homework (e.g., revision of learning objectives, practice exam questions and planning responses to questions) and the assessment will be sat in class.	For the exte this as home questions ar will be sat ir
CIAG coverage/links	Health and social care cover a vast array of topics so the possible careers students could pursue post qualification are vast. This is because an understanding of health and social care will be useful in any career which involves interaction with others.	Health and social care cover a vast array of topics so the possible careers students could pursue post qualification are vast. This is because an understanding of health and social care will be useful in any career which involves interaction with others.	Health and s careers stud because an career which
	For those students interested in pursuing a career specifically within the health and social care sector careers within this sector are mentioned during the majority of lessons as students have to have an understanding of professionals that work within these sectors to successfully complete the course.	For those students interested in pursuing a career specifically within the health and social care sector careers within this sector are mentioned during the majority of lessons as students have to have an understanding of professionals that work within these sectors to successfully complete the course.	For those st the health a mentioned o understandi successfully
	2023-2024 hoping to get individuals that work within the health and social care sector in to deliver talks to students.	2023-2024 hoping to get individuals that work within the health and social care sector in to deliver talks to students.	2023-2024 h social care s

onversations around the ideas of inequality occur allowing for to develop a deep understanding of the importance of an recognising and respecting individuals' differences.

work tasks to be set via satchel.

uizzes and revision of knowledge organisers to encourage retrieval practice of learning objectives covered.

Il mock assessment students will complete preparation for mework (e.g., revision of learning objectives, practice exam and planning responses to questions) and the assessment t in class.

xternal examination students will complete preparation for mework (e.g., revision of learning objectives, practice exam s and planning responses to questions) and the assessment t in class.

nd social care cover a vast array of topics so the possible tudents could pursue post qualification are vast. This is an understanding of health and social care will be useful in any hich involves interaction with others.

students interested in pursuing a career specifically within h and social care sector careers within this sector are ed during the majority of lessons as students have to have an hding of professionals that work within these sectors to Ily complete the course.

4 hoping to get individuals that work within the health and e sector in to deliver talks to students.

Curriculum Map

Subject: Health and Social Care

	Autumn	Spring	Summer
Content- WHAT will be learned? Please use following links for specific details on what will be learnt in each unit: https://ocr.org.uk/Images/258656- health-safety-and-security-in-health- and-social-care.pdf https://ocr.org.uk/Images/258665- nutrition-for-health.pdf What previous learning can be linked? – Why this order/sequence? Unit 4 and 10 are taught side by side during year 13 as elements covered in unit 4 provide knowledge that can be applied to unit 10 e.g., malfunctions of the various bodily systems and the impact this can have on an individual can also be applied to unit 20 when analysing the effects of poor nutrition on individuals. Unit 3 takes place in year 13 as it continues to develop on knowledge and understanding gained from the previous completion of unit 1, 2 and 17 and can be applied to the safeguarding of individuals and promotion of health and safety.	 Unit 4: Anatomy and Physiology for Health and Social Care What will be learned? Understanding of the structures and functions of the bodily system Understanding of the role played by different vital organs within the body. Understanding of the systems and organs involved in detecting and responding to change within the body. Understanding of the various malfunctions of the body that occur because of bodily degeneration including signs, symptoms, monitoring and treatments. Understanding of the effects of bodily malfunctions on individuals including impact on daily life, care needs and lifestyle changes. What previous learning can be linked? Links with previous learning from unit 1- person-centred care approaches can be applied to this topic to help understand the effects of malfunctions on individuals. Unit 10: Nutrition for health What will be learned? Understanding of the functions of nutrition. Understanding of the factors that influence nutritional health. Understanding of he impact of nutrition upon health and wellbeing. Understanding of how to improve nutritional health. What previous learning can be linked? Links with previous learning from unit 1- person-centred care approaches can be applied to this topic to help understand the impact of malfunctions of nutrition. Understanding of the factors that influence nutritional health. Understanding of how to improve nutritional health. Understanding of how to improve nutritional health. Links with previous learning from unit 1- person-centred care approaches can be applied to this topic to help understand the impact of malfunctions caused by nutrition on an individual. Links with learning from unit 4- malfunctions of the bodily systems can be applied to help understand the impacts of nutrition upon health and wellbeing. 	 Unit 4: Anatomy and Physiology for Health and Social Care What will be learned? Understanding of the structures and functions of the bodily system Understanding of the role played by different vital organs within the body. Understanding of the systems and organs involved in detecting and responding to change within the body. Understanding of the various malfunctions of the body that occur because of bodily degeneration including signs, symptoms, monitoring and treatments. Understanding of the effects of bodily malfunctions on individuals including impact on daily life, care needs and lifestyle changes. What previous learning can be linked? Links with previous learning from unit 1- person-centred care approaches can be applied to this topic to help understand the effects of malfunctions on individuals. Understanding of the potential hazards that can arise within health and social care environments Understanding of the roles and responsibilities of all with regards to health, safety and security in health and social care environments Understanding of the roles and responsibilities of all with regards to health, safety and security in health and social care environments Understanding of how to respond to incidents and emergencies. What previous learning from unit 1- person-centred care approaches can be applied to this topic to help understand the impacts of health, safety and security in health and social care environments Understanding of the roles and responsibilities of all with regards to health, safety and security in health and social care environments Understanding of how to respond to incidents and emergencies. What previous learning from unit 1- person-centred care approaches can be applied to this topic to help understand the impacts of abuse of individuals. Links with previous learning from unit 2- values of care can be applied to help underst	can also be
Skills- What will be developed? Understanding of Pass, Merit and distinction level descriptors for portfolio units	Pass: At Pass, learners should be able to show sound knowledge of the basic elements of much of the content being assessed. Merit: At Merit, learners show good knowledge and understanding of many elements of the content being assessed and can regularly apply their understanding to different situations and problems.	to help understand the need for safeguarding. The impact of legislation can also be applied to help understand how legislation, policies and	Pass: at Pass basic eleme Merit: At Ma many eleme their unders
	Distinction: At Distinction, learners show thorough knowledge and understanding of many elements of the content being assessed and apply their understanding to increasingly advanced and complex situations and problems. Detailed explanation, evaluation and analysis are undertaken. Develop essential knowledge and understanding of different areas of the subject and how they relate to each other.	Distinction: At Distinction, learners show thorough knowledge and understanding of many elements of the content being assessed and apply their understanding to increasingly advanced and complex situations and problems. Detailed explanation, evaluation and analysis are undertaken. Develop essential knowledge and understanding of different areas of the subject and how they relate to each other.	Distinction: understand apply their of situations and are underta Develop ess the subject

Unit 4: Anatomy and Physiology for Health and Social Care be learned?

nding of the structures and functions of the bodily system nding of the role played by different vital organs within the

nding of the systems and organs involved in detecting and ng to change within the body.

nding of the various malfunctions of the body that occur of bodily degeneration including signs, symptoms, monitoring ments.

nding of the effects of bodily malfunctions on individuals impact on daily life, care needs and lifestyle changes.

vious learning can be linked?

previous learning from unit 1- person-centred care es can be applied to this topic to help understand the effects ctions on individuals.

Unit 3: Health, Safety and Security in health and social care be learned?

nding of the potential hazards that can arise within health and environments

nding of how legislation, policies and procedures can promote fety and security in health and social care environments

nding of the roles and responsibilities of all with regards to fety and security

nding of how to respond to incidents and emergencies.

vious learning can be linked?

n previous learning from unit 1- person-centred care es can be applied to this topic to help understand the impacts of individuals.

n previous learning from unit 2- values of care can be applied inderstand the need for safeguarding. The impact of legislation be applied to help understand how legislation, policies and es promote health, safety and security.

ass, learners should be able to show sound knowledge of the nents of much of the content being assessed.

Merit, learners show good knowledge and understanding of nents of the content being assessed and can regularly apply erstanding to different situations and problems.

n: At Distinction, learners show thorough knowledge and ading of many elements of the content being assessed and r understanding to increasingly advanced and complex and problems. Detailed explanation, evaluation and analysis taken.

ssential knowledge and understanding of different areas of ct and how they relate to each other.

			1
	Develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject. A greater understanding of and compassion for those that access the health and social care sector is developed throughout the course. Students will also develop their ability to look deeper and question the impact of the world around us on an individual. Group work and communication skills are developed when working independently to support each other with their learning and withing unit tasks. Communication skills are also developed through cold calling and feedback on assessments.	Develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject. A greater understanding of and compassion for those that access the health and social care sector is developed throughout the course. Students will also develop their ability to look deeper and question the impact of the world around us on an individual. Group work and communication skills are developed when working independently to support each other with their learning and withing unit tasks. Communication skills are also developed through cold calling, regular practice at answering exam questions and feedback on	Develop the developing subject. A greater un health and Students wi impact of th Group work independer unit tasks. C calling, regu
Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?	Unit 4: Throughout the completion of unit 4 questions such as how different elements of the body work do together, what happens when the body fails to work in the correct way and how does the degeneration of particular organs impact an individual will be answered. This will allow students to analyse the impact of bodily malfunctions on individuals. This will also enable students to understand the diversity of needs amongst individuals.	assessments. Unit 4: Throughout the completion of unit 4 questions such as how different elements of the body work do together, what happens when the body fails to work in the correct way and how does the degeneration of particular organs impact an individual will be answered. This will allow students to analyse the impact of bodily malfunctions on individuals. This will also enable students to understand the diversity of needs amongst individuals.	Unit 4: Three different electron the body fa degeneration answered. The malfunction understand
	Unit 10: Completing unit 10 will provide students with a deep understanding of how to maintain nutritional health at all ages and the effect of poor nutritional health on physical and mental wellbeing. These are skills that students can take on and apply throughout their lives. Through the completion of unit 4 and 10 students will also gain knowledge that takes them beyond their own perceptions and experiences of society. Students will gain integral skills that can be taken into their wider life experiences such as compassion and empathy	Unit 3: The completion of unit 3 will provide students with the opportunity to answer questions such as what is safeguarding and how can we ensure individuals are safeguarded. This will provide students with an understanding of how to prevent harm and abuse. This is a skill that students can apply throughout their lives. Through the completion of unit 4 and 3 students will also gain knowledge that takes them beyond their own perceptions and experiences of society. Students will gain integral skills that can be taken into their wider life experiences such as compassion and empathy	Unit 3: The opportunity can we ensu with an und that studen Through the knowledge experiences taken into t
SEND- how will support be seen? Seating plans? Simplified questions? If any needs emerge throughout student's time studying Health and Social Care adaptations are made to ensure all students get the necessary support to be successful.	empathy. Seating plans are mixed. Oral and written modelling (on the board/displayed on the visualiser) Self, peer, and teacher assessments used to provide each student with individual feedback. Scaffolding of portfolio assignments and exam questions to ensure understanding of expectations of varied question styles that students will need to apply their knowledge to in health and social care. Cold calling questions pitched to enable all students to succeed. Access arrangements given during in class assessments. All materials used in lessons made available to all students digitally, via SharePoint, to enable students to access this outside of their lessons.	empathy. Seating plans are mixed. Oral and written modelling (on the board/displayed on the visualiser) Self, peer, and teacher assessments used to provide each student with individual feedback. Scaffolding of portfolio assignments and exam questions to ensure understanding of expectations of varied question styles that students will need to apply their knowledge to in health and social care. Cold calling questions pitched to enable all students to succeed. Access arrangements given during in class assessments. All materials used in lessons made available to all students digitally, via SharePoint, to enable students to access this outside of their lessons.	empathy. Seating plar Oral and wr Self, peer, a individual fe Scaffolding understand will need to Cold calling Access array used in less to enable st
Assessment- What? Why?	Formal assessment Unit 10: students will complete 9 internally and externally assessed portfolio tasks. The tasks set will assess the full range of skills required by the exam board. There are 6 pass grade tasks, 2 merit grade tasks and 1 distinction grade task. Students complete all tasks rather than just the top-grade task as it is compulsory that all tasks are successfully completed to be awarded the top grade.	Formal assessment Unit 3: Students will complete at least 1 formal assessment totalling 30 marks for learning objectives taught during this term. The questions chosen will ensure that students are assessed on all skills they will be assessed on in their exam and will be selected from past paper questions. All groups will complete the same assessment. This is done to provide students with the opportunity to develop a strong	Formal asse Unit 3: Stud marks for le chosen will assessed on questions. A to provide s

their interest in and enthusiasm for the subject, including ng an interest in further study and careers associated with the

r understanding of and compassion for those that access the nd social care sector is developed throughout the course. will also develop their ability to look deeper and question the f the world around us on an individual.

ork and communication skills are developed when working dently to support each other with their learning and withing s. Communication skills are also developed through cold egular practice at answering exam questions and feedback on ents.

Throughout the completion of unit 4 questions such as how elements of the body work do together, what happens when fails to work in the correct way and how does the ation of particular organs impact an individual will be d. This will allow students to analyse the impact of bodily ions on individuals. This will also enable students to nd the diversity of needs amongst individuals.

he completion of unit 3 will provide students with the hity to answer questions such as what is safeguarding and how nsure individuals are safeguarded. This will provide students understanding of how to prevent harm and abuse. This is a skill lents can apply throughout their lives.

the completion of unit 4 and 3 students will also gain ge that takes them beyond their own perceptions and ces of society. Students will gain integral skills that can be o their wider life experiences such as compassion and

lans are mixed.

written modelling (on the board/displayed on the visualiser) r, and teacher assessments used to provide each student with Il feedback.

ng of portfolio assignments and exam questions to ensure nding of expectations of varied question styles that students to apply their knowledge to in health and social care. ng questions pitched to enable all students to succeed. rrangements given during in class assessments. All materials essons made available to all students digitally, via SharePoint, e students to access this outside of their lessons.

ssessment

tudents will complete at least 1 formal assessment totalling 30 r learning objectives taught during this term. The questions vill ensure that students are assessed on all skills they will be on in their exam and will be selected from past paper s. All groups will complete the same assessment. This is done le students with the opportunity to develop a strong

1	Informal assessment	understanding of the way they will be assessed during the exam they	understandi
	Students will be assessed informally for this unit through the use of	will sit at the end of this unit.	will sit at the
	cold and show calling. This will enable students to gain instant feedback		
	on their portfolio work and provide the opportunity to tackle any	Informal assessments	During the f
	misconceptions prior to the handing in of tasks.	Students will complete at least fortnightly informal assessments. These	using a past
		will be completed through the setting of satchel quizzes focussed on	series. This i
	Formal assessment	retrieval of previously covered areas. These are done to encourage	board enabl
	Unit 4: Students will complete at least 1 formal assessment totalling 30	students to retrieve previous topic content and to allow for the	class) of any
	marks for learning objectives taught during this term. The questions	identification of common misconceptions or areas of concern.	
	chosen will ensure that students are assessed on all skills they will be		Informal and
	assessed on in their exam and will be selected from past paper	Formal assessment	Informal ass Students wil
	questions. All groups will complete the same assessment. This is done to provide students with the opportunity to develop a strong	Unit 4: Students will complete 1 formal assessment totalling 50 marks	will be comp
	understanding of the way they will be assessed during the exam they	for learning objectives taught during this term. The questions chosen	retrieval of
	will sit at the end of this unit.	will ensure that students are assessed on all skills they will be assessed	students to
		on in their exam and will be selected from past paper questions. All	identificatio
	Informal assessments	groups will complete the same assessment. This is done to provide	
	Students will complete at least fortnightly informal assessments. These	students with the opportunity to develop a strong understanding of the	
	will be completed through the setting of satchel quizzes focussed on	way they will be assessed during the exam they will sit at the end of	Formal asse
	retrieval of previously covered areas. These are done to encourage	this unit.	Unit 4: Durii
	students to retrieve previous topic content and to allow for the		this unit.
	identification of common misconceptions or areas of concern.	During the second half of this term students will complete a mock	
		exam using a past paper. The past paper sat will be from the previous	Informal ass
	Students will also complete informal assessment during every lesson	exam series. This is done as students are unable to access this via the	Students wi
	through the completion of exam practice questions completed at	exam board enabling a fairer assessment and feedback (individual and	will be comp
	various points throughout the learning journey. This is done to allow	whole class) of any areas of concern.	retrieval of
	students to receive regular feedback using live marking, peer or self-		students to
	assessment methods.	Informal assessments	identificatio
		Students will complete at least fortnightly informal assessments. These	
		will be completed through the setting of satchel quizzes focussed on	Students wi
		retrieval of previously covered areas. These are done to encourage	through the
		students to retrieve previous topic content and to allow for the	various poin students to
		identification of common misconceptions or areas of concern.	assessment
		Students will also complete informal assessment during every lesson	assessment
		through the completion of exam practice questions completed at	
		various points throughout the learning journey. This is done to allow	
		students to receive regular feedback using live marking, peer or self-	
		assessment methods.	
What memory for learning skills will be	Most lessons start with a retrieval practice activity on content	Most lessons start with a retrieval practice activity on content	Most lessons
required- modelling? Concrete answers?	previously covered. These activities take a variety of forms.	previously covered. These activities take a variety of forms.	previously co
Retrieval?			
	Modelling both orally and in written form via use of the	Modelling both orally and in written form via use of the	Modelling b
	visualiser/embedded in the PPT is used on a regular basis.	visualiser/embedded in the PPT is used on a regular basis.	visualiser/er
	Model answer used in lessons and with formal assessments.	Model answer used in lessons and with formal assessments.	Model answ
	Students encouraged to make/use revision flashcards on topics being	Students encouraged to make/use revision flashcards on topics being	Students en
	Students encouraged to make/use revision flashcards on topics being covered/have been covered if they have completed their classwork	Students encouraged to make/use revision flashcards on topics being covered/have been covered if they have completed their classwork	Students en covered/hav
	Students encouraged to make/use revision flashcards on topics being covered/have been covered if they have completed their classwork tasks. Pre-made flashcards are available on student desks to enable	Students encouraged to make/use revision flashcards on topics being covered/have been covered if they have completed their classwork tasks. Pre-made flashcards are available on student desks to enable	Students en covered/hav tasks. Pre-m
	Students encouraged to make/use revision flashcards on topics being covered/have been covered if they have completed their classwork tasks. Pre-made flashcards are available on student desks to enable further retrieval practice and are colour coded according to the topic	Students encouraged to make/use revision flashcards on topics being covered/have been covered if they have completed their classwork tasks. Pre-made flashcards are available on student desks to enable further retrieval practice and are colour coded according to the topic	Students en covered/hav tasks. Pre-m further retri
	Students encouraged to make/use revision flashcards on topics being covered/have been covered if they have completed their classwork tasks. Pre-made flashcards are available on student desks to enable	Students encouraged to make/use revision flashcards on topics being covered/have been covered if they have completed their classwork tasks. Pre-made flashcards are available on student desks to enable	Students en covered/hav tasks. Pre-m further retri
	Students encouraged to make/use revision flashcards on topics being covered/have been covered if they have completed their classwork tasks. Pre-made flashcards are available on student desks to enable further retrieval practice and are colour coded according to the topic that they relate to.	Students encouraged to make/use revision flashcards on topics being covered/have been covered if they have completed their classwork tasks. Pre-made flashcards are available on student desks to enable further retrieval practice and are colour coded according to the topic that they relate to.	Model answ Students en covered/hav tasks. Pre-m further retri- that they rel Use of visua
	Students encouraged to make/use revision flashcards on topics being covered/have been covered if they have completed their classwork tasks. Pre-made flashcards are available on student desks to enable further retrieval practice and are colour coded according to the topic	Students encouraged to make/use revision flashcards on topics being covered/have been covered if they have completed their classwork tasks. Pre-made flashcards are available on student desks to enable further retrieval practice and are colour coded according to the topic	Students en covered/hav tasks. Pre-m further retri

ding of the way they will be assessed during the exam they the end of this unit.

e first half of this term students will complete a mock exam ist paper. The past paper sat will be from the previous exam is is done as students are unable to access this via the exam ibling a fairer assessment and feedback (individual and whole ny areas of concern.

ssessments

will complete at least fortnightly informal assessments. These mpleted through the setting of satchel quizzes focussed on of previously covered areas. These are done to encourage to retrieve previous topic content and to allow for the cion of common misconceptions or areas of concern.

sessment

ring this term students will sit their external examination for

assessments

will complete at least fortnightly informal assessments. These mpleted through the setting of satchel quizzes focussed on of previously covered areas. These are done to encourage to retrieve previous topic content and to allow for the tion of common misconceptions or areas of concern.

will also complete informal assessment during every lesson ne completion of exam practice questions completed at bints throughout the learning journey. This is done to allow to receive regular feedback using live marking, peer or selfnt methods.

ons start with a retrieval practice activity on content v covered. These activities take a variety of forms.

both orally and in written form via use of the embedded in the PPT is used on a regular basis.

swer used in lessons and with formal assessments.

encouraged to make/use revision flashcards on topics being have been covered if they have completed their classwork -made flashcards are available on student desks to enable trieval practice and are colour coded according to the topic relate to.

ualisers to show thinking skills when breaking down and g an exam question.

	Cold calling regularly used to encourage retrieval.	Cold calling regularly used to encourage retrieval.	Cold calling
	Regular use of knowledge organisers and satchel quizzes	Regular use of knowledge organisers and satchel quizzes	Regular use
Literacy- reading, extended accurate	All level 3 subject specific terminology is broken, discussed, and All	All level 3 subject specific terminology is broken, discussed, and All	All level 3 su
writing and oracy opportunities	level 3 subject specific terminology is broken down, discussed, and explained in lessons with students to enable them to understand the texts they read throughout course – e.g., in exam papers, the textbook and wider reading.	level 3 subject specific terminology is broken down, discussed, and explained in lessons with students to enable them to understand the texts they read throughout course – e.g., in exam papers, the textbook and wider reading.	level 3 subje explained in texts they re and wider re
	Exam scenarios/questions are read together and broken down to support understanding, key terminology is explained.	Exam scenarios/questions are read together and broken down to support understanding, key terminology is explained.	Exam scenar support und
	It is a compulsory element of the curriculum that students carry our wider reading to enable them to successfully complete their portfolio tasks during this term. They are also encouraged to carry out wider reading through the super-curriculum– a feedback form is provided for students, as part of this students are asked to write about any challenges they faced when reading super-curriculum article so that	Students are encouraged to carry out wider reading through the super- curriculum– a feedback form is provided for students, as part of this students are asked to write about any challenges they faced when reading super-curriculum article so that appropriate support can be offered.	Students are curriculum— students are reading supe offered.
	appropriate support can be offered. Writing strategies: make use of the I do/we do/you do to scaffold how to appropriately structure and write responses to portfolio tasks and exam questions. Individual tailored feedback is provided to all students on how to develop their writing. Planning of portfolio tasks and long answer questions takes place prior to students writing responses. A large amount of practice and reflection on appropriate exam responses	Writing strategies: make use of the I do/we do/you do to scaffold how to appropriately structure and write responses to exam questions. Individual tailored feedback is provided to all students on how to develop their writing. Planning of long answer questions takes place prior to students writing responses. A large amount of practice and reflection on appropriate exam responses for different styles of question is carried out throughout the exam unit.	Writing strato appropriation appropriation and the strategy of the structure of the structu
	for different styles of question is carried out throughout the exam unit. Oracy skills are developed through responding to cold call questions and the sharing of their ideas and opinions.	Oracy skills are developed through responding to cold call questions and the sharing of their ideas and opinions.	Oracy skills and the sha
Numeracy/computing skills	Students are required to complete portfolio tasks on computers programs such as word and PowerPoint. During this term students will also be required to use satchel to complete their homework quizzes.	During this term students are required to use satchel to complete their homework quizzes.	During this t homework c
Character development	The subject areas covered this term will enable students to develop their ability to develop their understanding of a range of different individuals leading to a developed understanding of how to show empathy and respect. Students will also continue to develop their ability to work independently and try to find answers to queries they have themselves before seeking support from their teacher. Students will develop their ability to reflect and improve.	The subject areas covered this term will enable students to develop their ability to develop their understanding of a range of different individuals leading to a developed understanding of how to show empathy and respect. Students will also continue to develop their ability to work independently and try to find answers to queries they have themselves before seeking support from their teacher. Students will develop their ability to reflect and improve.	The subject their ability individuals l empathy an ability to wo have themse will develop
Equality/Diversity opportunities	During this term students will explore the factors that can influence an individual's nutritional health e.g., sociocultural impacts on diet. They will also explore the impacts that nutritional health can have on an individual's bodily system through looking explorations of the causes of	During this term students will explore the impacts that nutritional health can have on an individual's bodily system through looking explorations of the causes of bodily malfunctions. They will also look at legislation, policies and procedures that promote safety. This will allow them to develop a strong understanding and appreciation of	During this t health can h explorations legislation, p them to dev

ng regularly used to encourage retrieval.

se of knowledge organisers and satchel quizzes

subject specific terminology is broken, discussed, and All bject specific terminology is broken down, discussed, and I in lessons with students to enable them to understand the read throughout course – e.g., in exam papers, the textbook r reading.

narios/questions are read together and broken down to nderstanding, key terminology is explained.

are encouraged to carry out wider reading through the supern- a feedback form is provided for students, as part of this are asked to write about any challenges they faced when uper-curriculum article so that appropriate support can be

trategies: make use of the I do/we do/you do to scaffold how oriately structure and write responses to exam questions. I tailored feedback is provided to all students on how to their writing. Planning of long answer questions takes place tudents writing responses. A large amount of practice and on appropriate exam responses for different styles of is carried out throughout the exam unit.

Is are developed through responding to cold call questions haring of their ideas and opinions.

is term students are required to use satchel to complete their rk quizzes.

ect areas covered this term will enable students to develop ity to develop their understanding of a range of different Is leading to a developed understanding of how to show and respect. Students will also continue to develop their work independently and try to find answers to queries they mselves before seeking support from their teacher. Students op their ability to reflect and improve.

is term students will explore the impacts that nutritional n have on an individual's bodily system through looking ons of the causes of bodily malfunctions. They will also look at n, policies and procedures that promote safety. This will allow levelop a strong understanding and appreciation of

	-		
	bodily malfunctions. This will allow them to develop a strong	individuals' diversity and how to protect the most vulnerable	individuals'
	understanding and appreciation of individuals' diversity.	individual's safety.	individual's
	All lessons and tasks are structured to ensure the needs of all students	All lessons and tasks are structured to ensure the needs of all students	All lessons a
	are met (access arrangements, adapted resources etc.)	are met (access arrangements, adapted resources etc.)	are met (acc
	The diversity of all students is recognised, and the support provided is	The diversity of all students is recognised, and the support provided is	The diversit
	individually tailored to provide the same opportunities for success for	individually tailored to provide the same opportunities for success for	individually
	all students.	all students.	all students.
	Regular conversations around causes of inequality occur allowing for	Regular conversations around causes of inequality occur allowing for	Regular con
	students to develop a deep understanding of the importance of	students to develop a deep understanding of the importance of	students to
	equality an recognising and respecting individuals' differences.	equality an recognising and respecting individuals' differences.	equality an i
Homework/Independent learning	All homework tasks to be set via satchel.	All homework tasks to be set via satchel.	All homewo
		Satchel quizzes and revision of knowledge organisers to encourage	Satchel quiz
	Independent completion of portfolio tasks is expected during this term	continual retrieval practice of learning objectives covered.	continual re
	in line with exam board guidance.	continual retrieval practice of rearning objectives covered.	continuarie
		For the 30 and 50 marks in class assessments students will complete	For the full r
		preparation for this as homework (e.g., revision of learning objectives,	this as home
	Satchel quizzes and revision of knowledge organisers to encourage	practice exam questions and planning responses to questions) and the	questions ar
	continual retrieval practice of learning objectives covered.	assessment will be sat in class.	will be sat in
	For the 30 marks in class assessment students will complete	For the full mock assessment students will complete preparation for	For the exte
	preparation for this as homework (e.g., revision of learning objectives,	this as homework (e.g., revision of learning objectives, practice exam	this as home
	practice exam questions and planning responses to questions) and the	questions and planning responses to questions) and the assessment	questions ar
	assessment will be sat in class.	will be sat in class.	will be sat in
CIAG coverage/links	Health and social care cover a vast array of topics so the possible	Health and social care cover a vast array of topics so the possible	Health and s
	careers students could pursue post qualification are vast. This is	careers students could pursue post qualification are vast. This is	careers stud
	because an understanding of health and social care will be useful in any career which involves interaction with others.	because an understanding of health and social care will be useful in any	because an
	career which involves interaction with others.	career which involves interaction with others.	career which
	For those students interested in pursuing a career specifically within	For those students interested in pursuing a career specifically within	For those st
	the health and social care sector careers within this sector are	the health and social care sector careers within this sector are	the health a
	mentioned during the majority of lessons as students have to have an	mentioned during the majority of lessons as students have to have an	mentioned of
	understanding of professionals that work within these sectors to	understanding of professionals that work within these sectors to	understandi
	successfully complete the course.	successfully complete the course.	successfully
	2023-2024 hoping to get individuals that work within the health and	2023-2024 hoping to get individuals that work within the health and	2023-2024 k
	social care sector in to deliver talks to students.	social care sector in to deliver talks to students.	social care s
k		1	1

s' diversity and how to protect the most vulnerable 's safety.

s and tasks are structured to ensure the needs of all students access arrangements, adapted resources etc.)

sity of all students is recognised, and the support provided is Ily tailored to provide the same opportunities for success for its.

onversations around causes of inequality occur allowing for to develop a deep understanding of the importance of an recognising and respecting individuals' differences. work tasks to be set via satchel.

uizzes and revision of knowledge organisers to encourage retrieval practice of learning objectives covered.

Il mock assessment students will complete preparation for mework (e.g., revision of learning objectives, practice exam and planning responses to questions) and the assessment t in class.

Atternal examinations students will complete preparation for mework (e.g., revision of learning objectives, practice exam and planning responses to questions) and the assessment t in class.

In social care cover a vast array of topics so the possible cudents could pursue post qualification are vast. This is an understanding of health and social care will be useful in any hich involves interaction with others.

students interested in pursuing a career specifically within and social care sector careers within this sector are d during the majority of lessons as students have to have an ading of professionals that work within these sectors to Ily complete the course.

4 hoping to get individuals that work within the health and e sector in to deliver talks to students.