Carmel College Curriculum Implementation – KS5 Long Term Plan Subject: **Health and Social Care**

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|  | Year 12 | Year 13 |
| Autumn half term 1  Sequential knowledge and skills | **Unit 12: Supporting individuals with additional needs**  LA A1 Diagnosing or determining additional needs  LA A: diagnostic procedures, tools and standards used to diagnose a disability.  A2 Cognitive and learning needs  A3 Physical and health needs (temporary, permanent, acute and chronic conditions)  A3 Physical and health needs (temporary, permanent, acute and chronic conditions)  A4 Social and emotional needs  LA B1 Definitions of disability  B1 disability and dependency as a social construct  B2 Minimising environmental and social challenges  B3 Minimising personal challenges  B4 Attitudes of others | **Unit 2: Working in health and social care**  A3 Specific responsibilities of people who work in HSc settings  A3: Empowering individuals Promoting rights and choices  A3: Dealing with conflict. Ensuring safety (Risk Assessments)  A3: Safeguarding. Incidents and accidents  A3: Information handling  A4: Multidisciplinary working and Monitoring of staff (B4)  A4: External inspections and criminal investigations (B4)  B1: Roles of organisations in providing health and social care services. Public and Private.  B1: Children's Services and The voluntary sector  Hospitals, hospice, residential and domiciliary  B2: Issues that effect access to services care  B3: Ways to represent service users  B4: Roles of external organisations - inspections and regulators |
| Assessment  Content and methods used to judge learning | Practice coursework paragraphs  P2 assessment. | Revision  Learning Aim A & B assessment – case studies |
| Autumn half term 2  Sequential knowledge and skills | Learning Aim A assignment work  C1 Professionals involved in supporting for individuals with additional needs  C1 psychologists, social workers, speech and language therapists, special needs teachers  C2 Support and adaptations for individuals with additional needs  C3 Financial support for individuals with additional needs  C4 Statutory provision for children with additional needs  C5 Statutory provision for adults with additional needs  C6 Person-centred care for all individuals with special needs | B5: Responsibilities of organisations to those who work for them.  C1: People with specific mental health needs  C1: Learning disabilities  C1: Physical and Sensory difficulties  C1: Specific age groups  C2: Working practices and the 6 Cs  C2: Safeguarding and the impacts of whistle blowing, regulations, DBS, serious case reviews  Revision |
| Assessment  Content and methods used to judge learning | Coursework submission for Learning A and B&C – two assignments. | MOCKS  External exam in Jan |
| Spring half term 3  Sequential knowledge and skills | **Unit 1: Human Lifespan Development:**  A1 Physical Development  A Intellectual development  A Emotional development  A Social development | **Unit 5: Supporting those with additional needs**  A: Equality Diversity and Rights  A: Skills and attributes when working with individuals  Empathy and Trust - attachment, Triangle of care and empathy theory  B: Ethical theory  Application to cases - balancing resources and conflict management  Confidentiality and Legislation  Legislation and guidance - 5 step framework and care pathways |
| Assessment  Content and methods used to judge learning | Exam question  Revision mats and exercises. | Course work planning sheets |
| Spring half term 4 Sequential knowledge and skills | B1 Factors affecting development – theory  B2 Genetic dispositions and illnesses  B3 Environmental factors  B4 Social factors  B5 Economic factors  B6 Major life events  C Physical changes of Ageing  Psychological effects of ageing  C Activity theory and Social disengagement theory  C3 Societal effects of ageing  C3 economic effects of ageing | C: Challenges and how to recognise them  C; Strategies to overcome challenges  C: Policy frameworks  Safeguarding  C: Promoting personalization  C: Communication techniques  C: Theories of Communication  C: Application of theory to cases  D: Roles of organisations in NHS |
| Assessment  Content and methods used to judge learning | MOCKs and assessment practice for exam | MOCKS for any re-sits of Unit 1 and 2. |
| Summer half term 5 Sequential knowledge and skills | Revision  Unit 1 external exam May.  **Introduction to Unit 2**: Working in health and social care  Unit 2: La A Roles and Responsibilities  Job Roles  Services in health and social care  Work experience  A2 Supporting role & Care planning | D: Multi-disciplinary team working  Maintaining Confidentiality  Codes of practice – confidentiality  Legislation  HSCIC  Managing information  Any Re-sits. |
| Assessment  Content and methods used to judge learning | EOY Exams N/A dues to external exam so recently. | Submission of Coursework – two assignments  Learning Aim A, B, C, and D |
| Summer half term 5  Sequential knowledge and skills | Job Roles  Services in health and social care  Work experience  A2 Supporting role & Care planning |  |
| Assessment  Content and methods used to judge learning | EOY Assessments Small assessment base don recently learning.  Research project |  |