

KS4 Health and Social Care Curriculum Mapping

Year 10							
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)	
Topic(s)/ Subjects(s)	Unit 1 – Introduction to the Health and Social Care Sector	Unit 1 - Introduction to the Health and Social Care Sector	Unit 1 – Exam Preparation	Unit 3 - Human Growth and Development	Unit 3 - Human Growth and Development	Unit 3 - Human Growth and Development	
Knowledge and skills (Content)	This unit provides learners with a broad and in-depth knowledge base providing the opportunity to explore the health and social care sector. The students will be required to apply knowledge and understanding through a mandatory assessment of learning which will be subject to internal and external quality assurance. Areas that must be included are types of provision: function and purpose, job roles of health and social care practitioners, access/referral procedures.	Students' progress with their coursework, completing the final criteria considering the everchanging care needs of service users, formal and informal care provision, regulation, and inspection by CQC and Ofsted, analysing local reports to see how the external regulators build public confidence and trust and support the services to improve their quality of care provided.	Students spend time consolidating the content from Unit 1 to understanding how it is examined on the synoptic exam in February of Year 11. Students are taught how to answer the questions, modelling exam technique.	This unit provides breadth and depth of knowledge and understanding in relation to human growth and development through the life stages. The learner will be required to apply knowledge and understanding through a mandatory assessment of learning which will be subject to internal and external quality assurance. Areas that must be included are: • stages of development from conception to birth • potential effects on development of preconception experiences, pre-birth experiences and during birth experiences	Students' progress with their coursework, considering the different life stages and the significant life events which occur, alongside growth and development infancy - childhood - adolescence - early, middle and late adulthood. Students also consider the nature of holistic development (humanistic psychology) and theoretical perspectives include the role of nature and nurture, and the debate. Students also consider the range of different factors impacting on human growth and development and the transition and significant life events across life stages. During this half term, students sit their Year 10 SaS papers and will be sitting a 1 hour HSC exam to practice examination technique.		
Assessment	Internally Marked, Externally Assessed	Internally Marked, Externally Assessed	Externally Marked	Internally Marked, Externally Assessed	Internally Marked, Externally Assessed	Internally Marked, Externally Assessed	
Cross Curricular Links	English – development of analytical skills and forming a strong description of the different services used by patients	English (Extended writing, formulating an argument, comprehension, debating skills)	Maths (Analysing data, correlating data, reading data) – student learn about how census data can help determine what services might be needed locally and nationally.	English (Extended writing, formulating an argument, comprehension, debating skills)			
SMSC, British Values, Cultural Capital	Democracy, individual liberty, mutual respect, tolerance of difference faiths and beliefs. Developing an understanding for individual differences of those in society and the challenges the may face with health and social care.	Democracy, individual liberty, mutual respect, tolerance of difference faiths and beliefs. Developing an understanding for individual differences of those in society and the challenges the may face with health and social care.	Democracy, individual liberty, mutual respect, tolerance of difference faiths and beliefs. Developing an understanding for individual differences of those in society and the challenges the may face with health and social care.	Democracy, individual liberty, mutual respect, tolerance of difference faiths and beliefs. Developing an understanding for individual differences of those in society and the challenges the may face with health and social care.	Democracy, individual liberty, mutual respect, tolerance of difference faiths and beliefs. Developing an understanding for individual differences of those in society and the challenges the may face with health and social care.	Democracy, individual liberty, mutual respect, tolerance of difference faiths and beliefs. Developing an understanding for individual differences of those in society and the challenges the may face with health and social care.	



CEIAG	Careers focus – students will develop knowledge and understanding of the different roles within the health and social care sector, the responsibilities of each role. Routes into the profession, qualifications needed and the salary of each role.	Throughout the future units and assignments, students build a knowledge of the different career opportunities within the NHS and the private sector and how successful career planning can help achieve long term goals.				
Learning outside the classroom					In a 'normal' school year, we provide a short work placement opportunity for students in local residential homes, primary schools or nurseries.	In a 'normal' school year, we provide a short work placement opportunity for students in local residential homes, primary schools or nurseries.
Additional Subject Specific Information						



Year 11							
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)	
Topic(s)/ Subjects(s)	Unit 2 – Professional Development in Health and Social Care - Exam Content.	All units – exam preparation and revision	Unit 2 – Professional Development in Health and Social Care Coursework Unit 3 - Human Growth and Development	Unit 2 – Professional Development in Health and Social Care Coursework Unit 3 - Human Growth and Development			
Knowledge and skills (Content)	During this half term, students develop a broad, in-depth knowledge base that can be used to explore working practice in health and social care. Students build their knowledge of professional responsibilities, skills, behaviours and attributes of health and social care practitioners. They also learnt about professional practice, professional development and legal frameworks, values, and guidance.	Students conclude budling their knowledge of the content for Unit 2 in this half term, developing their understanding of components of person-centred practice, teamwork and partnership working and career pathways in health and social care. During a percentage of the lessons during this half term, student continue to work on their coursework, however, the priority is the January assessment.	Students sit their formal external assessment at the end of January. The exam is synoptic and so students are examined on all the content of Units 1-3. Following the exam, students focus their time on completing Units 3 and 2 of their coursework. Building on Pass, Merit and Distinction criteria, ensuring they demonstrate their knowledge from exam preparation and real life experiences.	Internally Marked, Externally Assessed	Students have a final opportunity to complete or upgrade any coursework during this time, and have a re-sit opportunity for their January assessment if they would like to improve their grade.		
Assessment	Internally Marked, Externally Assessed	Internally Marked, Externally Assessed	Internally Marked, Externally Assessed Exam – externally sat, externally assessed	Internally Marked, Externally Assessed			
Cross Curricular Links	English (Extended writing, formulating	g an argument, comprehension, deba					
SMSC, British Values, Cultural Capital	Democracy, individual liberty, mutual respect, tolerance of difference faiths and beliefs. Developing an understanding for individual differences of those in society and the challenges the may face with health and social care.	Democracy, individual liberty, mutual respect, tolerance of difference faiths and beliefs. Developing an understanding for individual differences of those in society and the challenges the may face with health and social care.	Democracy, individual liberty, mutual respect, tolerance of difference faiths and beliefs. Developing an understanding for individual differences of those in society and the challenges the may face with health and social care.	Democracy, individual liberty, mutual respect, tolerance of difference faiths and beliefs. Developing an understanding for individual differences of those in society and the challenges the may face with health and social care.			
CEIAG	Throughout the future units and assignments, students build a knowledge of the different career opportunities within the NHS and the private sector and how successful career planning can help achieve long term goals. Students have the opportunity to engage with 'career of the fortnight' to gain a wider understanding of the different roles in H&SC and if they would consider working in these roles in the future.						
Learning outside the classroom		Students will have the opportunity to listen and ask questions to a					



		range of guest speakers including; Midwife Social Worker Nurse		
Specific	Students sit their External Exam in late January – there is a re-sit opportunity in the summer			