

Oswaldtwistle School **KS4 BTEC Health and Social Care** Long Term Plan

KS4 BTEC H&S Care	Topic	Key Words	Links to previous learning	Links to wider curriculum
AUTUMN 1	<p>Unit HSC6 – Different forms of communication</p> <p>Identify different forms of communication</p> <p>Explain how the forms of communication relate to health & social care</p> <p>Explain and identify forms of verbal communication</p> <p>Explain and identify forms of verbal communication</p>	<p>Active listening</p> <p>Gesture</p> <p>Jargon</p> <p>Patronising</p> <p>Vocabulary</p> <p>Observing</p> <p>Posture</p> <p>Written</p> <p>Formal</p> <p>Facial expressions</p>	<p>KS2 – PSHE- To identify the different ways we can communicate with each other in various settings and help you understand the importance of effective communication</p>	<p>Autumn 1 - English - Of Mice and Men Racism, loneliness, ageism, disabilities</p> <p>Spring 1 – PE – Communication through sport</p> <p>Spring 2 – Caring for Children – Communication that values children</p>
AUTUMN 2	<p>Unit HSC6- Barriers to communication</p> <p>Understand what a barrier is</p> <p>Identify barriers to communication</p> <p>Know groups of people that have communication barriers</p> <p>Identify and explain ways of overcoming communication barriers in health & social care.</p>	<p>Parkinson's Disease</p> <p>Isolated Braille</p> <p>Impairment</p> <p>Physical Disabilities</p> <p>Translator complex sensory</p>	<p>KS3 Core Theme- Living in the wider world, the similarities, differences and diversity among people of different race, culture, ability, gender and discrimination on individuals and communication</p>	<p>Autumn 1 - English - Of Mice and Men Racism, loneliness, ageism, disabilities</p> <p>Spring 1 - Science – Disease and health</p> <p>Spring 2 - Science – Food and health</p>

<p>SPRING 1</p>	<p>Unit HSC6- Ways to communicate with adults with different needs Ways to communicate with babies, children and young people Describe how to communicate with a senior citizen Describe ways of communicating with an adult that has a disability Explain ways of communicating with a baby or young child and identify how they communicate with you. Describe ways of communicating effectively with young people in health and social care settings.</p>	<p>Multicultural Rapport Appropriate Patience Language Senior citizen Differences Awareness Stereotyping</p>	<p>KS3 Core Theme- Living in the wider world, the similarities, differences and diversity among people of different race, culture, ability, gender and discrimination on individuals and communication</p>	<p>Spring 2 – Caring for Children – Communication that values children Summer 2 - Caring for children- Qualifications needed</p>
<p>SPRING 2</p>	<p>Unit A2 – Developing a Personal Progression Plan Identify a clear progression goal with details of the skills and behaviours needed. Identify your own skills and qualities Produce a progression plan, identifying the steps required to achieve it.</p>	<p>Progression Achieve Qualities Opportunities Assessment Motivation Challenge Experience requirements</p>	<p>KS3- PSHE/Citizenship Careers opportunities Employability Further Education</p>	<p>Spring 2 – Caring for Children – Communication that values children Summer 2 - Caring for children- Qualifications needed Summer 2 – Caring for Children – Careers and job roles</p>

<p>SUMMER 1</p>	<p>Planning to start work in the H&S care sector Make a career plan for working in health & social care Identify suitable courses at local colleges and universities.</p>	<p>Curriculum vitae Choices Formal Informal Jargon pathway</p>	<p>KS3 Core Theme 3: Living in the wider world. To identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability and strategies for further developing them.</p>	<p>Autumn 2 - PE- Develop a personal progression plan</p>
<p>SUMMER 2</p>				