



Overview plans for academic year 2026-2027

Subject: Health and Social

Year group/cohort: KS4

	Knowledge, Understanding and Skills	Knowledge, Understanding and Skills	Assessment	Subject specific literacy	Cross curricular links	Prior Knowledge
	Composite (Bigger picture)	Components (Key concepts)	What is being assessed, how, and when?	Key Vocabulary	Including Personal Development and SMSC	KS2 Objectives – NC link -
A2 Developing a Personal Progression Plan Autumn Term 1 (8 weeks) Week 1-3	Introduction to Personal Progression Skills and Qualities Careers in Health and Social Care	- Understand what progression means and why planning for the future is important Identify personal skills and qualities relevant to education, training and employment	Initial personal progression profile Completed skills and qualities audit Career research worksheet	Progression, qualities, audit, careers, roles. Future goals activity; progression route discussion; personal aspirations worksheet Skills audit; qualities cards; self-assessment; peer feedback	Link to other BTECs, aspirations. Awareness, self-confidence.	- Building on past knowledge. Learners know some of their interests and ma future

		Explore different careers and roles within the sector		Career research; job-role cards; matching activity; career profiles		
Week 4-6	Researching Progression Routes Entry Requirements and Expectations Reviewing Personal Strengths and Development Needs	- Investigate education, training, apprenticeships and employment routes Understand what employers, colleges and training providers may expect Compare current skills with future requirements	Progression routes research Entry requirements activity Personal development review	Research local colleges, courses, apprenticeships and jobs Compare job/course requirements; identify qualifications and skills needed Personal skills gap analysis; strengths and development areas	Progression Routes Researching and summarising information Comparing course lengths and requirements Using college, training and careers websites Decision-making and independence Careers Education	- Learners know that college and employment Comparing further education, apprenticeships and employment
Week 7	CATCH-UP WEEK	-				.

Autumn Term 2 (7 weeks) Week 1-2	Setting SMART Targets Creating an Action Plan	- Understand how to create realistic and measurable targets Turn targets into practical steps	SMART target activity; improve weak targets; write personal targets Action-plan template; identify deadlines, resources and support	SMART targets Personal action plan	Timeframes, dates and measurable outcomes Creating digital targets Goal setting and motivation	- Learners have experience setting simple goals Action Planning Learners understand that goals require effort Developing specific achievable, relevant targets Break down into manageable steps
Week 3-4	Building a CV Preparing for Interviews	-.Understand the purpose and structure of a CV Develop confidence and appropriate interview skills	Personal Draft CV Interview preparation sheet	Understand the purpose and structure of a CV Develop confidence and appropriate interview skills	Presenting dates and employment information Word processing and document formatting	Learners have basic personal information and achievements
Week 5-6	Developing the Personal Progression Plan Reviewing and Evaluating Progress	Bring research, targets and action planning together Review the plan and identify next steps	Draft/final progression plan Final progression plan and review	Complete personal progression plan; teacher support and feedback Self-evaluation; progress review; target checking; learner reflection	Organising timelines and targets Creating a digital portfolio	Learners have completed research, targets and

Week 7	Assessment for whole unit					
Spring Term 1 HSC8 – Advising Others About Healthy Lifestyles (6 weeks)	Understand what is meant by a healthy lifestyle and identify factors that contribute to good health and wellbeing	Healthy lifestyle, health, wellbeing, lifestyle choices	Baseline assessment; KWL activity; questioning	Health, wellbeing, lifestyle, physical health, mental health	PSHE, English	Basic understanding of being healthy and
Week 1						
Week 2	Identify factors that can affect health, including diet, exercise, sleep, stress and lifestyle choices.	Determinants of health, risk factors, lifestyle choices	Factors affecting health worksheet	Factor, influence, risk, determinant, consequence	Science, PSHE	Awareness that lifestyle choices can affect
Week 3	Understand the importance of a balanced diet and the role of different nutrients.	Balanced diet, nutrients, variety, moderation	Food diary; food-group activity; knowledge check	Nutrients, carbohydrates, protein, fats, vitamins, minerals, fibre	Science, Food Technology, Maths	Basic knowledge of healthy foods and me
Week 4						
Week 4	Advantages of an active lifestyle, risks of	Exercise, physical activity, fitness,	Activity-planning task; class questioning	Exercise, physical activity, sedentary,	PE, Science, Maths	Experience of physical activity and basic k

	a sedentary lifestyle	sedentary lifestyle		fitness, cardiovascular		
Week 5	Understand why sleep and rest are important for health and wellbeing. Identify factors that can affect sleep.	Sleep, rest, routine, wellbeing	Sleep-hygiene worksheet; scenario activity	Sleep hygiene, routine, concentration, fatigue	Science, PSHE	General understanding that sleep is important
Week 6	Understand factors that contribute to positive mental and emotional wellbeing and identify healthy ways of managing stress.	Mental wellbeing, emotions, stress, resilience	Case studies; scenario questions	Stress, resilience, coping strategy, emotional wellbeing	PSHE, English	Basic awareness of emotions and everyday
SPRING TERM 2 – Week 1	Understand how smoking, alcohol and other harmful substances can affect health and wellbeing	Risk, harm, addiction, consequences	Case-study activity; mini assessment	Addiction, dependency, risk, consequence, harmful	Science, PSHE Citizenship	Basic awareness of potential health risks
Week 2	Understand the importance of personal	Hygiene, infection,	Hygiene checklist; practical scenarios	Hygiene, infection,	Science, Food Technology	Basic knowledge of personal hygiene

Week 3	hygiene and ways of preventing the spread of infection and illness.	prevention, protection	Individual case-study activity Role play; peer assessment; teacher observation	bacteria, virus, prevention	PSHE, English	Knowledge of healthy lifestyle factors from Previous lessons
	Designing different health plans for different individuals	Individual needs, personalised advice, suitability		Individual needs, appropriate, suitable, recommendation		
Week 4	Develop communication skills needed when giving health advice, including listening, questioning and showing empathy.	Communication, active listening, empathy, appropriate language		Communication, empathy, questioning, verbal, non-verbal	English, Drama, PSHE	Good appreciation of the importance of communication

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Week 5	Identify reliable sources of health information and recognise unreliable information and misinformation.	Reliability, evidence, credibility, misinformation	Source evaluation worksheet; research task	Reliable, credible, evidence, accurate, source	English, ICT, Maths	Experience of searching for information on
Week 6	Use knowledge of healthy lifestyles to plan appropriate advice for a specific individual or target group	Planning, targets, individual needs, realistic goals	Healthy lifestyle advice plan; teacher feedback	Target, realistic, achievable, recommendation, priority	English, ICT, Maths	Understanding of healthy lifestyle factors
Summer Term 1 Week 1	Produce clear, appropriate and accessible healthy lifestyle advice for a chosen	Advice, audience, presentation, accessibility	Draft leaflet/poster/presentation; peer assessment	Audience, recommend, explain, inform, persuade, appropriate	English, ICT, Art & Design	Knowledge gained throughout the unit

	individual or target group					
Week 2	Apply knowledge and communication skills to complete the formal assessment task. Review work against assessment requirements.	Application, review, improvement, assessment	Formal BTEC assessment ; teacher feedback	Describe, explain, recommend, apply, review	English, ICT	Knowledge and skills developed throughout
Week 3	Complete and improve assessment evidence and reflect on the effectiveness of the advice provided.	Reflection, evaluation, improvement, effectiveness	Final assessment and learner self-assessment	Reflect, evaluate, improve, demonstrate, effective	English, PSHE	15 Understanding developed across the
Week 4		FINAL ASSESSMENT				

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