

# Oasis Media City Subject Curriculum Plan



**Subject:** Health and Social Care

**Head of Subject:** Margaret Fanning

**Date updated:** July 22

This document is an overview of the learning that students will experience within their subject area. This is a working document that provides teachers, students and parents with a map of key content that will be delivered during lessons in each year group.

Year	Half Term:	1 (7 weeks)	2 (7 weeks)	3 (6 weeks)	4 (5 weeks)	5 (6 weeks)	6 (7 weeks)
10	Topic(s):	<i>[Component 1, A1, Understand human growth and development across life stages and the factors that affect it]</i>	[Component 1, A2, Impact of different factors on PIES growth and development.	Learning aim B:1 Investigate how individuals deal with life events Learning aim B2: Coping with change caused by life events	[Component 2, A1, Health and social care services]	Component 2, B1, Care values]	[Component 2, B1 and B2, Demonstrate care values and review own practice]
		<i>Career links</i> Nursery nurse	<i>Career links</i> Physiotherapist	<i>Career links</i> Social worker	<i>Career links</i> Care home manager	<i>Career links</i> Mental health support worker	<i>Career links</i> Addiction support officer.
		<i>ICT REQUIRED</i>	<i>ICT REQUIRED</i>	<i>ICT REQUIRED</i>	<i>ICT REQUIRED</i>	<i>ICT REQUIRED</i>	<i>ICT REQUIRED</i>
	Key Words(1 p/wk):	<i>Physical, intellectual, emotional, and social development. Key characteristics.</i>	Physical factors, inherited conditions. Lifestyle factor emotional factors Social factors Cultural factors Environmental factors Economic factors	<b>B1</b> Health and well-being. Relationship changes. Life circumstances. <b>B2</b> Character traits Sources of support Types of support	Health care services Health conditions. Primary care. Secondary care. Tertiary care. Allied health professionals. Multidisciplinary team working.	. Social care services. Services for children and young people. Services for adults and children with specific needs. Voluntary services. Informal care.	Physical barriers. Sensory barriers. Cultural barriers. Language barriers. Geographical barriers. Text barriers. Financial barriers.

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	<p><i>Link to context/Character/careers:</i></p>	<p><i>The importance of life stages and expected key characteristics in each of the PIES classifications.</i></p>	<p>The importance of factors that impact on health and well-being.</p>	<p>The importance of the impact of life events and how individual learn to cope and adapt</p>	<p>The importance of information about behaviours that positively welcome differences, tolerances, and support for an individual.</p>	<p>The importance of how social care services meet the needs of vulnerable individuals.</p>	<p>The importance of the barriers individuals face when trying to access services and how to overcome them.</p>
	<p><i>Assessment Type:</i></p>	<p><b>TASK 1</b> written exam papers. Coursework. P,M,D criteria</p>	<p><b>TASK 2</b> written exam papers. Coursework. P,M,D criteria</p>	<p><b>TASK 3a/3b</b> written exam papers. Coursework. P,M,D Criteria Controlled assessment Component 1 tasks 1/2/3a/3b</p>	<p><b>COMP 2 TASK 1</b> written exam papers. Coursework. P,M,D criteria</p>	<p><b>Comp 2 Task 2</b> written exam papers. Coursework. P,M,D criteria</p>	<p><b>Comp 2 TASK 3</b> written exam papers. Coursework. P,M,D criteria</p>

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**Subject:** BTEC Tech Health and Social Care Yr 11

**Head of Subject:** Margaret Fanning

**Date updated:** July 22.

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11	<p><i>Topic(s):</i> Component 2 <i>Learning aim A1,B1</i></p> <p>Component 3 <i>Learning aim A1, B1, B2, C1, C2.</i></p>	<p><i>Completion of assignment 4</i> <i>Demonstrate each care value listed in the Teaching content.</i></p> <p><i>Career links</i> <i>Disability support worker</i></p>	<p>Factors affecting health and well-being. Genetic inheritance. Ill health. Lifestyle choices.</p> <p><i>Career links</i> Addiction counsellor</p>	<p>Factors affecting health and well-being. Health indicators</p> <p><i>Career links</i> Dietician</p>	<p>Person-centred health and well-being improvement plans</p> <p>Preparation for first sitting of formative assessment.</p> <p><i>Career links</i> Disability assessment officer</p>	<p>Recap of Person-centred health and well-being improvement plans</p> <p>Obstacles to implementing plans</p> <p><i>Career links</i> Disability Social worker</p>	<p>Overview of Component 3 all learning aims Preparation and revision for formative assessment.</p> <p><i>Career links</i> Mental health social worker</p>

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	<i>ICT REQUIRED</i>	<i>ICT REQUIRED</i>	<i>ICT REQUIRED</i>	<i>ICT REQUIRED</i>	<i>ICT REQUIRED</i>	<i>ICT REQUIRED</i>	
	<p><i>Key Words(1 p/wk.)</i>  <i>Empowering and promoting independence.</i>  <i>Respect for others.</i>  <i>Maintaining confidentiality.</i>  <i>Preserving dignity</i>  <i>Respect for others</i>  <i>Safeguarding and duty of care.</i>  <i>Anti-discriminatory practice.</i></p>	<p><i>Specific needs</i>  <i>Domiciliary care</i>  <i>Residential care</i>  <i>Barriers to accessing services</i>  <i>Psychological barriers</i>  <i>Resource barriers for service providers</i></p>	<p>Genetic inheritance                      Chronic illness                      Diet.                      Exercise                      Substance use                      Stress                      Anxiety.</p>	<p>Lifestyle indicators                      Interpreting health indicators                      BMI, peak flow, blood pressure.</p>	<p>Improvement plans.                      SMART targets                      KISS rule.                      Sources of support                      Potential obstacles</p>	<p>Obstacles.                      Implementation.                      Time constraint.                      Resources                      Disability                      Addiction</p>	<p>Obstacles.                      Implementation.                      Time constraint.                      Resources                      Disability                      Addiction</p>
	<p><i>Link to context/Character/careers:</i>  <i>The importance of a person-centred approach when implementing professional care.</i></p> <p><i>Importance of professional practice</i>  <i>Identification of ill health.</i></p>	<p><i>The importance of Overcoming barriers to services to improve health and social care needs.</i></p>	<p>The importance of physical and mental health and well being.</p>	<p>Ability to Interpret lifestyle and health data and indicators</p>	<p>The importance of a person-centred approach to Physiological data</p>	<p>The importance of a person-centred approach when implementing health improvement plans</p>	<p>Importance of professional practice                      Identification of ill health.                      Implementation of health improvement plans.</p>
	<p><i>Assessment Type:</i></p>	<p><i>Coursework completion and grading</i>  <i>Written exam papers.</i></p>	<p>Ongoing summative assessment.                      Past papers</p>	<p><b>First formal summative assessment</b>                      Ongoing summative assessment                      Past papers</p>	<p>Ongoing summative assessment                      Past papers</p>	<p>Ongoing summative assessment                      Past papers</p>	<p><b>Resit formal summative assessment.</b>                      Formal summative assessment.</p>

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## Key Questions:

1. What is the overarching intent for your curriculum?

The overarching intent of the curriculum in Health and Social Care is to ensure that students start to develop knowledge and understanding how life stages and choices impact on the world in which we live. The intent of the curriculum is to give students the opportunity to explore how different public services impact on how we live. It is a Level 2 course which once students have completed can move on to other Level 3 course at college.

2. How does this curriculum build student's knowledge of the world around them both locally and nationally?

To build on student's knowledge both locally and nationally. Students must engage in research around their assignments to support their arguments and how it impacts on a particular area and individually locally and nationally. They also research the impact of legislation on lifestyle choices.

3. How is this curriculum designed to engage students and develop a passion for the subject?

The curriculum within Health and Social care is one which uses everyday experiences across individual's lifestyles and stages through various types of media, case studies and scenarios. Additionally, visits to local hospitals will broaden the students' knowledge and understanding, through real life working environment.

4. How does this curriculum cater for the needs of our students?

Within the curriculum there are targeted case studies that cater for the abilities of students to ensure that they reach their true potential for this subject.

5. How is assessment used to improve learning?

Throughout the course students will be given individual, bespoke feedback on how to improve their work to ensure that they reach their maximum potential within each element. Assessment is ongoing throughout lessons through summative and formative assessments from staff and students.

6. What skills will students develop that can be used in other subject areas and beyond their school life?

Interpersonal skills, mathematics, literacy, and vocational links with opportunities to related college courses at higher levels

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7. How is learning planned to progressively develop pupil's knowledge and understanding over time?

Learning is planned to develop knowledge and understanding overtime using targeted and specific practical activities.

Additionally, the use and development of research skills will support retention of knowledge and improve levels of understanding. These skills, knowledge and understanding can then be applied to coursework assignments.

8. How learning is sequenced over time to ensure students retain knowledge and are more successful at recalling?

Learning is sequenced overtime with regular revisits to prior topics and the regular use of growth tasks to monitor and assess the retention of knowledge and the student's abilities to recall.

9. How is this curriculum adapted to cater for the needs of students with different starting points?

The system is adapted to cater for the needs of students with different starting point using learning ladders, adapted activities and one to one tutorial. This will help the students reach their full potential.

10. How will you ensure teachers have the relevant knowledge, expertise, and practical skills to deliver your curriculum effectively?

The relevant knowledge of teachers will be ensured using continued professional development both internally and externally. Additionally subject knowledge and expertise will be monitored via regular lesson observations and feedback to teacher. This will ensure effective delivery of the curriculum.