

Year 11 Curriculum Overview Plan: Health and Social Care 2021

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------------|-------------------------|------------------------|------------------------|----------|----------|
| Key Theme: | Key Theme: | Key Theme: | Key Theme: | | |
| Understand the | Understand the | Demonstrate Care | Demonstrate Care | | |
| different types of | different types of | Values and review | Values and review | | |
| health and social care | health and social care | own practice of | own practice of | | |
| services and barriers | services and barriers | applying the key | applying the key | | |
| to accessing them. | to accessing them. | values | values | | |
| | | values | Values | | |
| Key Concepts, | Key Concepts, | Key Concepts, | Key Concepts, | | |
| Knowledge & Skills | Knowledge & Skills | Knowledge & Skills | Knowledge & Skills | | |
| to be Embedded: | to be Embedded: | to be Embedded: | to be Embedded: | | |
| Learners explore the | Learners will carry | Learners will study | Learners will study | | |
| health and Social | out a review into | the Care Values that | the Care Values that | | |
| Care services that are | health and social care | are Vitally important | are Vitally important | | |
| available and why | services in their area. | in the sector, and the | in the sector, and the | | |
| individuals may need | Learners are given a | opportunity to | opportunity to | | |
| to use them in terms | case study on two | practice applying | practice applying | | |
| of different social | individuals with | them. Learners | them. Learners | | |
| groups. Learners | different health and | reflect on their own | reflect on their own | | |
| identify barriers that | social care needs: | work, identifying | work, identifying | | |
| may make it difficult | one will have health | strengths and areas | strengths and areas | | |
| for service users to | care needs, and the | for improvement, | for improvement, | | |
| access services and | other social care | responding to | responding to | | |
| how these barriers | needs. The case | feedback. | feedback. | | |
| may be overcome. | study details how | | | | |
| | they need to access | | | | |
| | these. Learners carry | | | | |



| | out research to find local services that meet their needs. Learners widen their understanding of health and social care providers by studying scenarios which are not familiar, allowing them to empathy with service users. | | | |
|--|--|----------------------------------|-----------------------------|--|
| Links to Prior Learning: Consolidation of PIES and life events from Component 1. | Links to Prior Learning: Consolidation of PIES and life events from Component 1. | Links to Prior Learning: PSHE | Links to Prior Learning: | |



| Key Assessment | Key Assessment | Key Assessment | Key Assessment | |
|--|---|----------------------|---|--|
| Pieces: Paper 1 – Health and | Pieces: Controlled | Pieces: | Pieces: | |
| Social Care services | Assessment for Learning Aim A – Learners are given a case study on two individuals with different health and social care needs: one will have health care needs, and the other social care needs. The case study details how they need to access these. Learners carry out research to find local services that meet their needs. Learners widen their | Paper 2 –Care Values | Controlled Assessment Learning Aim B Learners are given the opportunity to demonstrate the care values in a simulated or real situation. Then they review their performance using feedback. | |



| | understanding of | | | |
|-----------------------|------------------------|-----------------------|-----------------------|--|
| | health and social care | | | |
| | providers by studying | | | |
| | scenarios which are | | | |
| | not familiar, allowing | | | |
| | them to empathy | | | |
| | with service users. | | | |
| | | | | |
| Tier 3 Vocabulary | Tier 3 Vocabulary | Tier 3 Vocabulary | Tier 3 Vocabulary | |
| Vault: | Vault: | Vault: | Vault: | |
| Primary Care, | Primary Care, | Empowerment, | Empowerment, | |
| Secondary Care, | Secondary Care, | respect, | respect, | |
| Tertiary Care, Allied | Tertiary Care, Allied | confidentiality, | confidentiality, | |
| Health Professionals, | Health Professionals, | Dignity, | Dignity, | |
| Physiotherapy, | Physiotherapy, | Safeguarding, Duty of | Safeguarding, Duty of | |
| Occupational | Occupational | care, Discriminatory | care, Discriminatory | |
| Therapy, Formal | Therapy, Formal | behavior, promoting | behavior, promoting | |
| support, Informal | support, Informal | anti-discriminatory | anti-discriminatory | |
| support | support | practice, | practice, | |
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| Reading Exposure: | Reading Exposure: | Reading Exposure: | Reading Exposure: |
|----------------------|----------------------|--------------------------|----------------------|
| Reading tasks | Reading tasks | Reading tasks | Reading tasks |
| throughout the | throughout the | throughout the | throughout the |
| Component | Component | Component | Component |
| Strategies to enable | Strategies to enable | Strategies to enable | Strategies to enable |
| new concepts, | new concepts, | new concepts, | new concepts, |
| knowledge & skills | knowledge & skills | knowledge & skills | knowledge & skills |
| to embed in long- | to embed in long- | to embed in long- | to embed in long- |
| term memory: | term memory: | term memory: | term memory: |
| Do it now tasks to | Do it now tasks to | Do it now tasks to | Do it now tasks to |
| recap and recall, | recap and recall, | recap and recall, | recap and recall, |
| deeper | deeper | deeper | deeper |
| understanding | understanding | understanding | understanding |
| through questioning | through questioning | through questioning | through questioning |
| Consistent and | Consistent and | Consistent and | Consistent and |
| progressive success | progressive success | progressive success | progressive success |
| criterion | criterion | criterion | criterion |
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