

Year 11 Curriculum Overview Plan: Health and Social Care 2021

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

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| <p>Links to Prior Learning: Consolidation of PIES and life events from Component 1.</p> | <p>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.</p> <p>Links to Prior Learning: Consolidation of PIES and life events from Component 1.</p> | <p>Links to Prior Learning: PSHE</p> | <p>Links to Prior Learning:</p> | | |
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| <p>Key Assessment Pieces: Paper 1 – Health and Social Care services</p> | <p>Key Assessment Pieces: Controlled 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</p> | <p>Key Assessment Pieces: Paper 2 –Care Values</p> | <p>Key Assessment Pieces: 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.</p> | | |
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| <p>Tier 3 Vocabulary Vault: Primary Care, Secondary Care, Tertiary Care, Allied Health Professionals, Physiotherapy, Occupational Therapy, Formal support, Informal support</p> | <p>understanding of health and social care providers by studying scenarios which are not familiar, allowing them to empathy with service users.</p> <p>Tier 3 Vocabulary Vault: Primary Care, Secondary Care, Tertiary Care, Allied Health Professionals, Physiotherapy, Occupational Therapy, Formal support, Informal support</p> | <p>Tier 3 Vocabulary Vault: Empowerment, respect, confidentiality, Dignity, Safeguarding, Duty of care, Discriminatory behavior, promoting anti-discriminatory practice,</p> | <p>Tier 3 Vocabulary Vault: Empowerment, respect, confidentiality, Dignity, Safeguarding, Duty of care, Discriminatory behavior, promoting anti-discriminatory practice,</p> | | |
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| <p>Reading Exposure: Reading tasks throughout the Component</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Do it now tasks to recap and recall, deeper understanding through questioning</p> <p>Consistent and progressive success criterion</p> | <p>Reading Exposure: Reading tasks throughout the Component</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Do it now tasks to recap and recall, deeper understanding through questioning</p> <p>Consistent and progressive success criterion</p> | <p>Reading Exposure: Reading tasks throughout the Component</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Do it now tasks to recap and recall, deeper understanding through questioning</p> <p>Consistent and progressive success criterion</p> | <p>Reading Exposure: Reading tasks throughout the Component</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Do it now tasks to recap and recall, deeper understanding through questioning</p> <p>Consistent and progressive success criterion</p> | | |
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