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Health and Social Care Curriculum: Year 11

Year 11		HT1 Sept – Oct (8 weeks)	HT2 Nov – Dec (7 weeks)	HT3 (Jan – Feb (7 weeks)	HT4 Mar – Apr (6 weeks)	HT5 Apr – May (5 weeks)
Topic	Investigate how individuals deal with life events.	Understand the different types of health and social care services and barriers to accessing them.	Understand the different types of health and social care services and barriers to accessing them.	Demonstrate care values and review own practice	Demonstrate care values and review own practice	
Why this and why now?	<p>(Weeks 1 – 4) Internal assessment Learning Aim B – Investigate how individuals deal with life events. Part 2 - How each individual adapted to the life event. Part 3 - The role that support played in helping them to adapt and the value of the support to the individuals. Why now? <i>End of learning aim: formal assignment Component 1, B1 &2, investigate how individuals deal with life events.</i></p> <p>(Weeks 5 – 8) Coursework prep work A1 Health and social care services. Understanding how different health and social care services and how they meet service-user needs. Why now? <i>Key knowledge and understanding of subject specific terminology will allow students to be fully prepared for internal assessment.</i></p>	<p>(Weeks 1 – 4) Coursework prep work Learning aim A2: Barriers to accessing services. Students will explore/investigate the types of barriers people may experience when trying to access health and social care. Why now? Key knowledge and understanding of subject specific terminology will allow students to be fully prepared for internal assessment. (Weeks 5 – 7) Internal assessment Understand the different types of health and social care services and barriers to accessing them. Part 1 - Health and social care services Why now? End of learning aim: formal assignment Component 2, A1 Understand the different types of health and social care services and barriers to accessing them.</p>	<p>(Weeks 1 – 7) Internal assessment continued Understand the different types of health and social care services and barriers to accessing them. Part 1 - Health and social care services Part 2 – Barriers to accessing services. Why now? <i>End of learning aim: formal assignment Component 2, A1/A2 Understand the different types of health and social care services and barriers to accessing them.</i></p>	<p>(Weeks 1 – 6) Coursework prep work Learning aim B1: Students will gain an understanding of how to adopt compassionate and caring behaviours and will learn to apply these values to individuals who are using health and social care services. Students will learn about the importance of reviewing their practice, which will help them to develop and improve their skills in relation to upholding care values. Why now? <i>Key knowledge and understanding of subject specific terminology will allow students to be fully prepared for internal assessment - preparation for role play activity, scenario – social care.</i></p>	<p>(Weeks 1 – 5) Internal assessment B1: Demonstrate care values. Role play activity. B2 Reviewing own application of care values. Why now? End of learning aim: formal assignment Component 2, B1 and B2. Demonstrate care values and review own practice.</p>	
What is the essential knowledge that needs to be remembered?	Students will demonstrate an understanding types of support: Formal and informal sources of support: Other sources of support: community groups, voluntary and faith-based organisations.	Students will demonstrate an understanding of different barriers individuals may face. Physical barriers Sensory barriers Social, cultural, and psychological barriers	Students will demonstrate an understanding of local health and social care service. A social care need is focused on providing with daily living. A healthcare need is related to the treatment, control or	Students will demonstrate an understanding of the seven care values. Empowering and promoting independence Respect Maintaining confidentiality	Students will demonstrate an understanding of how to adopt compassionate and caring behaviours and how to apply these values to individuals who are using	

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		Students will demonstrate an understanding of primary, secondary and tertiary care.	Language barriers Geographical barriers. Intellectual barriers. Resource barriers Financial barriers Explaining the wide range of health and social care services	prevention of a disease, illness, injury or disability, and the care or aftercare of a person with these needs. Students will demonstrate how barriers can be overcome when accessing health or social care service.	Preserving dignity Effective communication Safeguarding and duty of care Promoting anti-discriminatory behaviours.	health and social care services. Students will demonstrate their skills using role play with realistic scenarios
	What is the assessment intent and how will you assess?	Summative assessment to give students individual feedback, explaining the assessor's decisions. Recorded on BTEC assessment record sheet. Targeted criteria: Assessment of criteria B.1M4 Outline what support was given to two individuals experiencing a life event B.2P4 Explain how two individuals adapted to a life event, using support a life event B.2M2 Compare the ways that two individuals adapted to a life event and the role that support played B.2D2 Assess how well two individuals adapted to a life event and the role and value of support in this	Formative assessment during lessons to check understanding barriers. Take it further tasks to develop deeper thinking skills. Scenario's assessments to checks learning points within a vocational content. Revision of learning assessment to check individual learners understanding of assessment criteria.	Targeted criteria: .1P1 Identify health and social care services that meet some of the needs of individuals in a given scenario A.1M1 Outline ways in which health and social care services meet the needs of individuals A.2P1 Explain how health and social care services meet the needs of individuals A.1P2 Identify barriers that might prevent individuals accessing a health or social care service A.1M2 Outline barriers that would affect the use of one health or social care service for an individual in a given scenario A.2P2 Explain how barriers could affect the use of one health or social care service for an individual in a given scenario A2.M1 Explain how barriers for one service can be overcome A2.D1 Assess the suitability of health and social care services for individuals in a given scenario, making justified and realistic suggestions for how barriers for one service can be overcome	Formative assessment during lessons to check understanding of care values and how adopt compassionate and caring behaviours within role play scenarios. Opportunities are given to allow students to practise and demonstrate their skills using role play. Students will learn about the importance of reviewing their practice, which will help them to develop and improve their skills in relation to upholding care values with realistic scenarios.	Summative assessment to give students individual feedback, explaining the assessor's decisions. Recorded on BTEC assessment record sheet. Targeted criteria: Assessment of criteria B.2P3 Demonstrate the care values independently in a health or social care context, feedback B.2P4 Describe positive and negative aspects of own demonstration of the care values and comment on aspects of feedback B.2M2 Demonstrate the care values independently in a health or social care context, making suggestions for improvements of own application of the care values

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	<p>What should the end point look like?</p>	<p>Display pack with assessment feedback sheet. Component 1, B1, B2. Investigate how individuals deal with life events. Within presentation pack, written responses will show an understanding of subject specific terminology and have a clear understanding of assessment criteria</p>	<p>Students will have developed an understanding of subject specific terminology and have a clear understanding of assessment vocabulary and assessment criteria. Students will be prepared of internal assessment Component 2 LA – A</p>	<p>Written report with assessment feedback sheet Component 2, A1, A2. Understand the different types of health and social care services and barriers to accessing them. Within written responses students will show an understanding of subject specific terminology and have a clear understanding of assessment criteria vocabulary.</p>	<p>Students will have developed an understanding of subject specific terminology and have a clear understanding of assessment vocabulary and assessment criteria. Students will be prepared of internal assessment Component 2 LA – B</p>	<p>Written report, observation feedback sheet and assessment feedback sheet Component 2, B1, B2. Demonstrate care values and review own practice Within written responses and observation record students will show an understanding of subject specific terminology and have a clear understanding of assessment criteria vocabulary.</p>
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