

# Subject Curriculum Map: Health and Social Care Year 11 – 2024-2025

## Exam Board & Assessment Method: BTEC – External Assessment

**Curriculum Intent:** Students will build upon the knowledge they gained during year 9 and 10 and continue to acquire the technical knowledge and skills to work within the health care sector. Learners will understand what 'healthy' means and how it may look different to different individuals, by exploring the different factors that affect health within individuals and how services and communities work as a multi-disciplinary team to ensure health care plans are addressed. The course also enables students to develop transferable skills of ways to deal with obstacles to health, especially preparing them for interactions with clients or customers. It also will enable students to progress to a level 3 BTEC National.

**Curriculum Implementation:** In Year 11 students will complete their final internal assessment and In Year 11 students cover 3 learning aims from Component 3, in which they will be taught the key ideas and concepts, then each student will complete a final internal assessment that covers all three of these learning aims. Learning aims will be taught by one sole teacher. Students have 5 lessons of Health and Social Care per fortnight. They will also be provided with independent homework tasks in addition to their lessons. The independent learning tasks provides opportunities to consolidate and extend learning. Students will also be given regular in class assessments as well as formal mock examinations to prepare students for the final external assessment. Teachers use different teaching strategies to develop independence and resilience throughout including: -group work leading to discussion, practical application to real life health and social care, presentations etc. The 3 learning Aims will be covered in the Autumn term, for students to sit examinations in SPR 1. The rest of the year will be dedicated to revisiting coursework, allowing students the opportunity to engage with the coursework at a higher level.

**Curriculum Impact:** Learners will study the factors that affect health and wellbeing, learning about physiological and lifestyle indicators, and how to design a health and wellbeing improvement plan. The impact will be that students will be able to be to build upon the analytical and evaluation skills developed throughout component 1 and 2 to reach valid conclusions about factors that affect health and wellbeing, such as social interactions, environmental conditions and physical indicators of health. Learners will be able to explain different physiological indicators that can be used to measure physiological health and be able to interpret and analyse data, such as blood pressure, BMI and pulse. In addition, learners will be able to interpret and analyse data that has real effects on people's lives; lifestyle data. Students will be able to evaluate differences lifestyle factors have and the impacts on community health. Further to this, learners will gain the ability to understand, analyse and evaluate health and wellbeing improvement plans and the obstacles different

communities face during implementation. Overall, learners should be able to self-reflect and evaluate the process of care, starting from measuring health to implementing health care plans.

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Themes, Concepts &amp; Ideas</b>	<p><b>Revision, preparation and completion of Internal Assessment Component 2 and resit opportunity</b></p> <p>Factors that affect health and wellbeing. (Learning Aim A)</p>	<p>Factors that affect health and wellbeing. (Learning Aim A)</p> <p>Interpreting Health Indicators (Learning Aim B)</p>	<p>Interpreting Health Indicators (Learning Aim B)</p> <p>Person-centred health and wellbeing improvement plans (Learning Aim C)</p>	<p>Person-centred health and wellbeing improvement plans (Learning Aim C)</p> <p>Revision for external examination</p>	<p>Revision for external examination</p> <p>.Examination</p>	<b>Not in school</b>
<b>Knowledge and understanding</b>	<p>Consolidation of component 2. Internal assessment for Component 2.</p> <p><b>A1: Factors affecting health and wellbeing:</b></p> <ul style="list-style-type: none"> <li>• Definition of health and wellbeing</li> <li>• Physical and lifestyle factors</li> </ul>	<p><b>A1: Factors affecting health and wellbeing:</b></p> <ul style="list-style-type: none"> <li>• Social, emotional and cultural factors</li> <li>• Economic factors</li> <li>• Environmental factors</li> <li>• Impact of life events</li> </ul> <p><b>B1: Physiological indicators:</b></p> <ul style="list-style-type: none"> <li>• Pulse</li> <li>• Blood pressure</li> </ul>	<p><b>B2: Lifestyle indicators</b></p> <ul style="list-style-type: none"> <li>• Smoking</li> <li>• Alcohol consumption</li> <li>• Inactive Lifestyle</li> </ul> <p><b>C1: Health and Wellbeing improvement plans</b></p> <ul style="list-style-type: none"> <li>• Person centred approach</li> <li>• Information</li> </ul>	<p><b>C1: Health and Wellbeing improvement plans</b></p> <ul style="list-style-type: none"> <li>• Person centred approach</li> <li>• Information needed in plans</li> </ul> <p><b>C2: Obstacles to implementing plans:</b></p> <ul style="list-style-type: none"> <li>• Emotional</li> <li>• Time</li> <li>• Availability</li> <li>• Unachievable targets</li> </ul>	<p>Revision for preparation for examination.</p>	

		<ul style="list-style-type: none"> <li>• Peak flow</li> <li>• BMI</li> <li>• Analysing data</li> <li>• Abnormal readings</li> <li>•</li> </ul>	<p>needed in plans</p> <p><b>C2: Obstacles to implementing plans:</b></p> <ul style="list-style-type: none"> <li>• Emotional</li> <li>• Time</li> <li>• Availability</li> <li>• Unachievable targets</li> <li>• Lack of support</li> <li>• Other factors</li> </ul> <p>Barriers to services</p>	<ul style="list-style-type: none"> <li>• Lack of support</li> <li>• Other factors</li> </ul> <p>Barriers to services</p>		
<b>Subject specific skills</b>	<p>Discussion and debating factors that contribute overall health.</p> <p>Analysing different indicators that enable health professionals to measure health</p>	<p>Discussion and debating factors that contribute overall health.</p> <p>Analysing different indicators that enable health professionals to measure health</p> <p>Evaluating the importance of</p>	<p>Discussion and debating factors that contribute overall health.</p> <p>Analysing different indicators that enable health professionals to measure health</p> <p>Evaluating the importance of</p>	<p>Ability to analyse different types of data sets on lifestyle trends</p> <p>To be able to draw conclusions about the importance of health care plans and evaluate the different strategies used to</p>	<p>Revision skills to consolidate knowledge of content learnt in order to prepare for examination.</p>	

		factors affecting overall health	factors affecting overall health	overcome barriers to access		
<b>1.SMSC</b>	<p><b>Spiritual:</b> Understanding themselves and those around them, what it means to be healthy and how to overcome obstacles within their own and others' lives.</p> <p><b>Cultural:</b> Developing an understanding of different cultures, and what healthy looks like across cultures</p> <p><b>Moral:</b> Reflecting on their own life choices and understanding the consequences of actions they take and how these may affect others.</p>	<p><b>Spiritual:</b> A willingness to engage and reflect on the experience of others and how they can be aided.</p> <p><b>Social:</b> Making connections and analysing data on societies and how they function within health care.</p> <p><b>Moral:</b> Concentration on health plans and how these aid others.</p>	<p><b>Spiritual:</b> Consolidation of different modules allows students to re-engage and reconnect with previously learnt information, with greater knowledge.</p>	<p><b>Spiritual:</b> Consolidation of different modules allows students to re-engage and reconnect with previously learnt information, with greater knowledge.</p> <p><b>Social –</b> Exploring views and approaches to health</p>	<p><b>Spiritual:</b> Consolidation of different modules allows students to re-engage and reconnect with previously learnt information, with greater knowledge.</p> <p><b>Social –</b> Exploring views and approaches to health</p>	
<b>2.Skills For life</b>	<p><b>Problem solving –</b> Students will be tasked with solving different health queries with different scenarios, relating to health and their barriers.</p>	<p><b>Problem solving –</b> Students will be tasked with solving different health queries with different scenarios, relating to health care plans and how</p>	<p><b>Resilience –</b> responding to feedback from coursework</p> <p><b>Independence –</b> working independently</p>	<p><b>Resilience –</b> assessment of synoptic knowledge</p> <p><b>Independence –</b> manging own</p>	<p><b>Resilience –</b> assessment of synoptic knowledge</p> <p><b>Independence –</b> manging own</p>	

	<p><b>Teamwork –</b> During lessons, there will be group exercises and tasks where students must communicate with each other and share tasks amongst themselves.</p> <p><b>Literacy/Numeracy –</b> Past examination questions in the style of short and small essay based. Students in additional must interpret and analyse data.</p> <p><b>Creativity -</b> Students will be faced with different scenarios to challenge their understanding of health and must create solutions.</p>	<p>to overcome obstacles.</p> <p><b>Teamwork –</b> During lessons, there will be group exercises and tasks where students must communicate with each other and share tasks amongst themselves.</p> <p><b>Literacy/Numeracy –</b> Past examination questions in the style of short and small essay based. Students in additional must interpret and analyse data.</p> <p><b>Creativity -</b> Students will be faced with different barriers to accessing health and must create viable solutions.</p>	<p>on internal assessment</p>	<p>time and research</p>	<p>time and research</p>	
<b>3.FBV</b>	<p><b>Individual Liberty –</b> Students will explore the rights of individuals, there right</p>	<p><b>Democracy –</b> Creating an understanding of how teams work in</p>	<p>Working alongside others showing <b>Mutual respect</b></p>	<p><b>Mutual respect –</b> Understanding and exploring different lifestyles</p>	<p><b>Mutual respect -</b> Understanding and exploring different lifestyles</p>	

	<p>to exercise and live how they wish and also be able to make informed decisions of their own actions</p> <p><b>Tolerance –</b> Understanding the differences and challenges people face.</p>	<p>health care and how individuals have a right to different access to changes these through democratic means.</p> <p><b>Tolerance –</b> Understanding the differences and challenges people face.</p>		<p>and experiences with genetically inherited diseases.</p>	<p>and experiences of dealing with genetically inherited diseases.</p>	
<b>Stretch &amp; challenge</b>	<p>Differentiated tasks Additional revision material to additional independent learning opportunities</p>	<p>Differentiated tasks Additional revision material to additional independent learning opportunities</p>	<p>Students work independently during this half term; distinction options are available</p>	<p>Students work independently during this half term;</p>	<p>Students work independently during this half term;</p>	
<b>Key assessment focus, suggested assessments</b>	<p>Check Up Knowledge Tests Application Tests Past examination questions</p>	<p>Check Up Knowledge Tests Application Tests Past examination questions</p>	<p>Assessment of Internal Assessment</p>	<p>Awards for best produced and researched projects</p>	<p>Awards for best produced and researched projects</p>	
<b>Special events</b>		<p>MOCK EXAMINATION</p>	<p>EXAMINATION</p>			<p>RESIT OPPERTUNITY</p>
<b>Visits/extra curricular</b>				<p>Potential 'Body World' visit</p>		

<b>Homework/ Independent Learning</b>	Minimum Fortnightly – To consolidate knowledge	Minimum Fortnightly – To consolidate knowledge	Internal Assessment completion			
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