

# **Subject Curriculum Map: Health and Social Care Year 11 - 2022-2023**

## **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 cover 3 learning aims, 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 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>	Factors that affect health and wellbeing. (Learning Aim A)  Interpreting Health Indicators (Learning Aim B)	Interpreting Health Indicators (Learning Aim B)  Person-centred health and wellbeing improvement plans (Learning Aim C)	<b>STUDENTS SIT EXTERNAL EXAMINATION</b>  Revisiting of Coursework Comp 1 and Comp 2	Synoptic Project – ‘How genetics affects your development’	Synoptic Project – ‘How individuals access different levels of help’.	<b>Not in school</b>
<b>Knowledge and understanding</b>	<b>A1: Factors affecting health and wellbeing:</b> <ul style="list-style-type: none"> <li>• Definition of health and wellbeing</li> <li>• Physical and lifestyle factors</li> <li>• Social, emotional and cultural factors</li> <li>• Economic factors</li> <li>• Environmental factors</li> <li>• Impact of life events</li> </ul> <b>B1: Physiological indicators:</b> <ul style="list-style-type: none"> <li>• Pulse</li> </ul>	<b>B2: Lifestyle indicators</b> <ul style="list-style-type: none"> <li>• Smoking</li> <li>• Alcohol consumption</li> <li>• Inactive Lifestyle</li> </ul> <b>C1: Health and Wellbeing</b> improvement plans <ul style="list-style-type: none"> <li>• Person centred approach</li> <li>• Information needed in plans</li> </ul> <b>C2: Obstacles to implementing plans:</b>	Each individual student will be working on different components, so Knowledge and understanding will be tailored to each individual student.	Research Project – Examination of how genetically inherited diseases impacts different bodies.		

	<ul style="list-style-type: none"> <li>• Blood pressure</li> <li>• Peak flow</li> <li>• BMI</li> <li>• Analysing data</li> <li>• Abnormal readings</li> </ul>	<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> <li>• Barriers to services</li> </ul>				
<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>Evaluating the importance of factors affecting overall health</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 overcome barriers to access health</p>	Students will need to assess their current coursework and the demands of their target.	<p>Independence – Producing a report based on own research</p> <p>Creativity – managing own report style</p> <p>Leadership – Responsibility for own research and demonstration of knowledge</p>	<p>Independence – Producing a report based on own research</p> <p>Creativity – managing own report style</p> <p>Leadership – Responsibility for own research and demonstration of knowledge</p>	
<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>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</p>	<p><b>Spiritual:</b> Consolidation of different modules allows students to re-engage and reconnect with previously learnt information, with</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>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>societies and how they function within health care.</p> <p><b>Moral:</b> Concentration on health plans and how these aid others.</p>	greater knowledge.	<b>Social –</b> Exploring views and approaches to health	<b>Social –</b> Exploring views and approaches to health	
<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>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>Problem solving –</b> Students will be tasked with solving different health queries with different scenarios, relating to health care plans and how 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</p>	<p><b>Resilience –</b> responding to feedback from coursework</p> <p><b>Independence –</b> working independently on internal assessment</p>	<p><b>Resilience –</b> assessment of synoptic knowledge</p> <p><b>Independence –</b> managing own time and research</p>	<p><b>Resilience –</b> assessment of synoptic knowledge</p> <p><b>Independence –</b> managing own time and research</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>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>				
3.FBV	<p><b>Individual Liberty –</b> Students will explore the rights of individuals, their right 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><b>Democracy –</b> Creating an understanding of how teams work in 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</p>	Working alongside others showing <b>Mutual respect</b>	<b>Mutual respect –</b> Understanding and exploring different lifestyles and experiences with genetically inherited diseases.	<b>Mutual respect -</b> Understanding and exploring different lifestyles and experiences of dealing with genetically inherited diseases.	

		challenges people face.				
<b>Stretch &amp; challenge</b>	Differentiated tasks Additional revision material to additional independent learning opportunities	Differentiated tasks Additional revision material to additional independent learning opportunities	Students work independently during this half term; distinction options are available	Students work independently during this half term;	Students work independently during this half term;	
<b>Key assessment focus, suggested assessments</b>	Check Up Knowledge Tests Application Tests Past examination questions	Check Up Knowledge Tests Application Tests Past examination questions	Assessment of Internal Assessment	Awards for best produced and researched projects	Awards for best produced and researched projects	
<b>Special events</b>		MOCK EXAMINATION	EXAMINATION			RESIT OPPERTUNITY
<b>Visits/extra curricular</b>				Potential 'Body World' visit		
<b>Homework/Independent Learning</b>	Minimum Fortnightly – To consolidate knowledge	Minimum Fortnightly – To consolidate knowledge	Internal Assessment completion			