


Health & Social Care Department – Year 12 Level 2

 <p>Shirley High Curriculum Map</p>	<p><i>The emerging carer develops the understanding of the health and social care services in the local area and the different life stages humans develop through to access them. The developing carer enriches their understanding by applying to case studies, developing the practical skills of working in the care services and acquiring more advanced knowledge about the human body and how to improve wellbeing.</i></p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	Introducing Life stages and PIES for component 1. Introducing the key services and their roles in health care for component 2.	Component 1 will examine lifestyle factors and life events that impact development. Component 2 will identify how different barriers can impact care user access to services. Component 3: Factors that affect health and wellbeing.	Application of understanding to NEA across components 1 and 2 learning aims A.	Component 1 will explore the different life events and how they impact development. Component 2 will examine the care values in place in services.	Component 1 will focus on the sources of support available and how they might apply. Component 2 allows students to embed their demonstration of care values and evaluation. Application of knowledge and skill to NEA and exam across components.	
Why Now?	These two areas will be a basic introduction that will form the foundation of all learning in the subject.	The focus for this term builds upon the foundation knowledge by exploring the impact of unexpected events or circumstances across both components. Comp3 also relies upon initial content from 1 and 2 to be covered prior to delivery.	By practicing applying their skills at this stage, learners will develop their ability and confidence ahead of the formal NEA completion.	Moving into the second learning aim for each component builds the required skills and allows science coverage of comp3 content to be completed.	By allowing learners time to practise their application of understanding they will build their confidence and ability to perform well.	
Fundamental Concepts	Comp1: Understand human growth and development across life stage. Human growth and development across the life stages Comp2: Understand the different types of health and social care services	Comp1: Factors affecting growth and development Comp2: Understand the barriers to accessing the different types of health and social care services. Comp3: Factors affecting Health and wellbeing, interpreting health indicators, physiological indicators.	Comp1: Investigate how individuals develop and apply to case studies Comp2: Understand the different types of care services and barriers to access. Comp3: Lifestyle indicators that affect health and wellbeing. Interpreting health Indicators PPE. Person centred health and well-being improvement plans Obstacles to achieving plans.	Comp1: Investigate how individuals deal with life events. Coping with change caused by life events Comp2: Demonstrate care values and review own practice Comp3: Interpreting, analysing and responding to case studies.	Comp1: Investigate how individuals deal with life events. Coping with change caused by life events Completion of Learning Aim B NEA essay. Comp2: Practice demonstrating care values and reviewing own practice Completion of Learning Aim B NEA role plays and evaluation. Comp3: Externally Set examination	
Students will...	Comp1: Learners will explore Main life stages linked to ages, different aspects of growth and development across the life stages using the physical, intellectual, emotional, and social (PIES) classification, use of case studies to demonstrate developmental progress. Comp2: Explore different health care services and how they meet service-user needs: primary care, secondary and tertiary care, allied health professionals, services for children and young people and the role of informal care provided by relatives, friends, and neighbours.	Comp1: Students will develop their understand of PIES by looking at the PIES factors that can impact growth and development at each life stage. Comp2: Students theoretically and practically examine physical barriers and sensory barriers to access. Geographical, intellectual resource, financial, social, cultural, and psychological and language barriers, are explored using case studies Comp3: Look at a variety of care user case studies and identify PIES factors within the scenarios. Understand how to interpret health and physiological indicators and draw conclusions from the information. Students know publish guidelines in relation to health and lifestyle indicators.	Comp1: Learners will practise applying their knowledge of Learning aim A to a variety of case studies. This will culminate in the formal assessment of Comp1 Learning Aim A. Comp2: Learners will experiment with different recommendation case studies to build their confidence at recommending services for care users. This will culminate in the learning aim A formal assessment. Comp3: Interpretation of lifestyle data in relation to risks posed to physical health associated with lifestyle choices: Interpreting lifestyle data on smoking, alcohol consumption and inactivity Building an understanding of how to improve health and wellbeing based on identified issues from case studies. The importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances Recommended actions to improve health and wellbeing Short-term (less than 6 months) and long-term targets Appropriate sources of support (formal and/or informal) Obstacles to achieving targets. PPE of a complete paper.	Comp1: Types of life event: physical, relationship changes and life circumstances, both expected and unexpected and their impact upon development. Learners will begin to explore how differently people respond to life events. Comp2: Exploring the different care values using case studies, role play and script writing. Students will explore how care values are vital to maintaining an effective service in different settings. Comp3: Learners will apply all of the previous work to a variety of case studies to ensure they have experienced a range of different lifestyles, physiological and health indicators. Will include class responses, paired responses, walking talking mocks, timed tasks and teacher/peer feedback.	Comp1: Learners explore types of support: emotional, information and advice, practical help; including financial assistance, childcare and transport during different life events. Learners practice making suitable recommendations for case studies. Learners select a celebrity, key person in their life and complete an interview. Using their findings, they then analyse the life events affecting development. Comp2: Applying care values in a compassionate way in different settings. Identifying own strengths and areas for improvement against care values. Learners will receive feedback from teacher or service user about own performance and work on responding to feedback and identifying ways to improve own performance. Learners are provided with a script and demonstrate care values with teacher in role. These are observed by assessor. Learners then complete evaluation of their demonstration of the care values. Comp3: Learners will complete the written paper for the course.	
Language for Life (Key terms/Vocabulary)	PIES, Adolescence, infancy, Adulthood, Primary, Secondary, Tertiary, Allied Healthcare	Development, Genetic, Self-esteem, Self-Image, Barriers, Factors, Lifestyle, Independence, Emotional BMI, Blood Pressure, Peak Flow, Genetic, activity, Sedentary,	Appropriate, Development, Impact, Cognitive, Government guidelines, recommendations, SMART targets, Empathy, Circumstances, Engagement, Self-Actualisation	Bereavement, Injury, Relationship, Divorce, Imprisonment, Retirement, Redundancy, Compassion, Safeguarding, Respect, Empowerment, Evaluate, Analyse, Recommend,	Counselling, Therapist, Community, Support, Informal, Benefits, Care values, Evaluation, Target	
Extended writing Opportunities	PIES development review Comp1 Recommendation of care for comp2.	Case study reviews for both components.	Essays produced for both components NEA requirements.	Responses to case studies. Responses to practice paper questions.	Responses to case studies, evaluation of own and others' performance. Essays produced for NEA. Written paper.	

Maths Across the Curriculum	Use of growth charts, statistical analysis of use of services.	Use of lifestyle measurements such as BMI, peak flow and growth charts	Continued use of lifestyle data.	Continued use of lifestyle data		
Links to careers/aspirations	Exploring different roles for Comp2	Comp2 focus on role and services.	Comp2 focus on roles and services.	Comp1 impact of life events of careers/education. Comp2 learner in role	Comp1 impact of life events of careers/education. Comp2 learner in role	
Cultural Capital	Dementia care workshop	Makaton or Sign language workshop.	Heath service visitor interview and workshop.	Heath service visitor interview and workshop.	Heath service visitor interview and workshop.	
Practical Application of Skills	Application of understanding to case studies.	Practical sessions looking at barriers.	Application of understanding to NEA case studies.	Care values in role plays.	Care values in role plays Application of understanding to case studies.	