

Y12 KS5 Curriculum Overview: Health and Social Care (Diploma)

Rationale: Students in Y12 will explore the range of additional needs that are faced by individuals, considering the effects these needs have on their wellbeing, rights and access. Individuals with additional needs may need provision from a number of services, meaning that organisations work in partnership to assess needs and provide support. Students will investigate the support provided to explain how it is possible to overcome the challenges that these needs pose to daily living. Finally, students will investigate the legislation, frameworks and policies that govern work in the health and social care sector, and support the rights of individuals with additional needs.

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Reading
<p style="text-align: center;">Y12 Autumn 1</p>	<p>Unit 12- Supporting Individuals with Additional Needs</p> <p>Learning aim A: Students will examine reasons why individuals may experience additional needs</p>	<p>Summative: written assignment, preparing for Assessment using criteria as set by BTEC.</p>	<p>Written tasks: Study 2 case studies, research analysis</p>	<p>Purple exercise books.</p> <p>Case studies (Rebecca and Ben)</p> <p>Full schemes of learning with associated resources on Staff Resources – Health and Social Care – 2019-2020– Year 12- Unit 12- Learning Aim A</p>	<p>Key knowledge/skills: Students will be able to articulate arguments and views concisely to make judgements about the impact the diagnosis of additional needs has on each of the individuals. Students must evaluate the possible long-term effects on the individual, the family and society, reaching reasoned and valid judgements using research from recognised sources.</p> <p>Keywords: Mild, moderate, severe disability Diagnostic procedures Parameters Paraplegia Amniocentesis</p>	<p>Key terms list for topics Academic text from exam board Essay annotations Extended writing Patient case studies</p>
<p style="text-align: center;">Y12 Autumn 2</p>	<p>Unit 12- Supporting Individuals with Additional Needs</p>	<p>Summative: written assignment, preparing for</p>	<p>Research: Legislation and</p>	<p>Full schemes of learning with associated</p>	<p>Key knowledge/skills: Students develop research skills to justify the appropriateness of the support and adaptations provided to help the individuals overcome their</p>	<p>Key terms list for topics Academic text from exam board Essay annotations</p>

	<p>Learning aim B: Students will examine how to overcome the challenges to daily living faced by people with additional needs</p>	<p>Assessment using criteria as set by BTEC.</p>	<p>guidance on support</p>	<p>resources on Staff Resources – Health and Social Care – 2019-2020– Year 12- Unit 12- Learning Aim B</p>	<p>challenges. Students must apply their understanding to less familiar situations and refer to relevant statutory guidance.</p> <p>Keywords: Disability Environmental challenges Social challenges Personal challenges Disempowerment Marginalisation</p>	<p>Extended writing</p>
<p>Y12 Spring 1</p>	<p>Unit 12- Supporting Individuals with Additional Needs</p> <p>Learning aim C: Students will Investigate current practice with respect to provision for individuals with additional needs</p>	<p>Summative: written assignment, preparing for Assessment using criteria as set by BTEC.</p>	<p>Research: Financial support for service users</p>	<p>Full schemes of learning with associated resources on Staff Resources – Health and Social Care – 2019-2020– Year 12- Unit 12- Learning Aim C</p>	<p>Key knowledge/skills: Students will develop analytical skills to will draw together their knowledge and research to reach justified conclusions about how effective the support was for improving the individuals’ wellbeing. Students will also learn how to justify the validity of their recommendations and proposals.</p> <p>Keywords: Codes of practice Makaton sheets Welfare rights Disability Employment Advisers Occupational therapy Common Assessment Framework (CAF)</p>	<p>Key terms list for topics Academic text from exam board Essay annotations Extended writing</p>
<p>Y12 Spring 2</p>	<p>Unit 8- Promoting Public Health</p>	<p>Summative: written</p>	<p>Research: Create public</p>	<p>Full schemes of learning</p>	<p>Key knowledge/skills: Students will develop their debating skills in</p>	<p>Key terms list for topics</p>

	<p>Learning aim A&B: Students will examine strategies for developing public health policy to improve the health of individuals and the population. They will also examine the factors affecting health and the impact of addressing these factors to improve public health</p>	<p>assignment, preparing for Assessment using criteria as set by BTEC.</p>	<p>health policies in a specific demographic</p>	<p>with associated resources on Staff Resources – Health and Social Care – 2019-2020– Year 12- Unit 8- Learning Aim A&B</p>	<p>order to argue concisely and professionally to evaluate how far public health policy has met its aims in a specific demographic area. Students will also develop the ability to make valid conclusions on the socio-economic impact of improving the health of the population.</p> <p>Keywords: Public Health system National Health Service Act Epidemic National provision Screen programmes Public Health Policy World Health Organisation (WHO) Pressure groups</p>	<p>Academic text from exam board Essay annotations Extended writing</p>
<p>Y12 Summer 1</p>	<p>Unit 8- Promoting Public Health</p> <p>Learning aim C: Students will Investigate how health is promoted to improve the health of the population</p>	<p>Summative: written assignment, preparing for Assessment using criteria as set by BTEC.</p>	<p>Research: Environment research</p>	<p>Full schemes of learning with associated resources on Staff Resources – Health and Social Care – 2019-2020– Year 12- Unit 8- Learning Aim C</p>	<p>Key knowledge/skills: Students will develop interrelation skills in order to draw on and bring together their understanding across the learning aims to illustrate how far a specific health promotion campaign meets the aims of the related public health policy. Students will also develop the skills to make suitable justifications and recommendations for the approaches used, and include a full evaluation of how successfully the campaign met its objectives in encouraging behaviour change and improved health.</p> <p>Keywords:</p>	<p>Articles from <i>Public Health England</i> Key terms list for topics Academic text from exam board Essay annotations Extended writing</p>

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Y12 Summer 2	Unit 8- Promoting Public Health Learning aim D: Students will investigate how health promotion encourages individuals to change their behaviour in relation to their own health	Summative: written assignment, preparing for Assessment using criteria as set by BTEC.	Research: Health promotion campaigns. Models and theories that justify health behaviour change	Full schemes of learning with associated resources on Staff Resources – Health and Social Care – 2019-2020– Year 12- Unit 8- Learning Aim D	Key knowledge/skills: Students will develop analytical and research skills in order to justify the validity of their conclusions on the effectiveness of each health policy. Keywords: Health promotion campaigns Ethical consideration Health Belief Model Theory of Reasoned Action Theory of Planned Behaviour Stages of Change Model Social Learning Theory	Articles from <i>Public Health England</i> Key terms list for topics Academic text from exam board Essay annotations Extended writing