Curriculum Content Map

Subject:

		Term 1				Term 2					Term 3	
Month		September	October	November	December	January	February	March	April	May	June	July
Units of Work		Unit 14 - Physiological Disorders and their care	Unit 14 - Physiological Disorders and their care	Unit 14 - Physiological Disorders and their care	Unit 14 - Physiological Disorders and their care	Unit 2- Working in Health and Social Care	Unit 2- Working in Health and Social Care	Unit 2- Working in Health and Social Care	Unit 2- Working in Health and Social Care	Unit 2- Working in Health and Social Care	Unit 2- Working in Health and Social Care	Unit 2- Working in Health and Social Care
		Unit 5 - Meeting Care and Individual Support Needs	Unit 5 - Meeting Care and Individual Support Needs	Unit 5 - Meeting Care and Individual Support Needs	Unit 5 - Meeting Care and Individual Support Needs	Unit 1 - Human Lifespan Development	Unit 1 - Human Lifespan Development	Unit 1 - Human Lifespan Development	Unit 1 - Human Lifespan Development	Unit 1 - Human Lifespan Development	Unit 1 - Human Lifespan Development	Unit 1 - Human Lifespan Development

Substantive Knowledge — The What!

September	October	November	December	January	February	March	April	May	June	July
Unit 5 - Learning Aim A - Examine principles, values and skills which underpin meeting the care and support needs of individuals. **Promoting equality, diversity and preventing discrimination** Students learn about the importance of equity both in the workplace and when accessing health and social care services. Students then explored the different anti-discriminatory practices. Skills and personal attributes required for developing relationships with individual. Students recap the 6 C's and the importance of using these within health and social care services. Students then explore the variety of communication and observation skills. Empathy and establishing trust with individual. Students look into the different empathy theories explored by Johannes Volkelt, Robert Vischer, Martin Hoffman and Mac Scheler	Unit 5 - Learning Aim B - Examine the ethical issues involved when providing care and support to meet individual needs. Ethical issues and approaches. Students explore different theories such as consequentialism, deontology, principlism and virtue ethics. Students discuss the importance of managing conflict and maintaing confidentiality while dealing with procedures appropriately. Legislation and guidance on conflicts of interest, balancing resources and minimising risk. Students will explore the different organisations and legislations involved within Health and Social Care and the guidance they give in order to maintain high standards and professionalism.	Unit 5 - Learning Aim C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges. Enabling individuals to overcome challenges. Students will explore the different challenges faced by individuals with care and support needs. Student looks into the different ways in which health and social care praditioners can both identify and overcome challenges effectively and professionally. Promoting personalisation. Students look into personalisation, methods of recognising preferences and the importance of choice and control. Communication techniques. Students explore different approaches for effective communication, alternative communications. Students will look at the different theories of communication and how they can be used effectively within Health and Social Care services.	Unit 5 - Learning Aim D: Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual need. How agencies work together to meet individual care and support needs. Students will explore the different agencies involved within Health and social Care and how they can work together to give the best care possible. Roles and responsibilities of key professionals on multidisciplinary teams. Students will look at the different roles and responsibilities of the different people and how they can work together effectively and efficiently. Maintaining confidentiality. Students look at the importance of maintaing confidentiality in a professional manner. Managing information. Students explore the different information managed by different agencies and how they can maintain this within the correct practice laws.	Unit 1 **Human growth and development through the life stages** Students will explore a deep understanding of the physical, intellectual, emotional and social development which occurs through the life stages. Students will explore key terminology across all areas of development looking at key milestones that need to be met during development. Students will look into the different theorist and their ideas of attachment, cognitive developmne, theory of play. Learners will develop a deep understanding of self-concept and self-esteem and the effect this can have on someone's development and health and well-being.	Unit 1 **Human growth and development through the life stages** Students will explore a deep understanding of the physical, intellectual, emotional and social development which occurs through the life stages. Students will explore key terminology across all areas of development looking at key milestones that need to be met during development. Students will look into the different theorist and their ideas of attachment, cognitive developmne, theory of play. Learners will develop a deep understanding of self-concept and self-esteem and the effect this can have on someone's development and health and well-being.	Unit 1 **Factors affecting human growth and development** Students will look in detail and begin to have a basic understanding of the Nature V Nurture debate. There will be a detailed explanation of the development based on both genetic or inherited factors as well as looking at the development of environmental factors also. Students explore genetic factors that affect development and how they can impact on their health and well-being map. Students explore environmental factors that affect development when being exploited to pollution and the impact this can have on someone's physical health. Major pollution and the impact this can have on someone's physical health. Major life events that can affect development will be explored and what determines the event to be predictable and unpredictable. Students will then analyse how these events can have impact on health-wellbeing.	Unit 1 **Factors affecting human growth and development** Students will look in detail and begin to have a basic understanding of the Nature V Nurture debate. There will be a detailed explanation of the development based on both genetic or inherited factors as well as looking at the development of environmental factors also. 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Students explore environmental factors that affect development when being exploited to pollution and the impact this can have on someone's physical health. Major life events that can affect development will be explored and what determines the event to be predictable and unpredictable. Students will then analyse how these events can have impact on health-wellbeing.	Unit 1 **Effects of ageing** Students will explore the physical changes of ageing on the cardiovascular, respiratory systems. Students will look at the impact of serious illnesses such as dementia, alzheimer's disease and the effect this will have on someone's physical development and emotional well-being. Students will explore the societal effects of an ageing population looking into health care, social care, community equipment and financial support.	Unit 1 **Effects of ageing** Students will explore the physical changes of ageing on the cardiovascular, respiratory systems. 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Unit 14 **Investigate the causes and effects of physiological disorders** Types of physiological disorders and effects on body systems and functions. Causes of physiological disorders. Signs and symptoms of physiological disorders	Unit 14 **Examine the investigation and diagnosis of physiological disorders** Investigative procedures for physiological disorders. Diagnostic procedures for physiological disorders	Unit 14 **Examine treatment and support for service users with physiological disorders** Provision of treatment and support. Types of carers and care settings	Unit 14 **Develop a treatment plan for service users with physiological disorders to meet their needs** Care methods and strategies. Treatment planning processes	Unit 2 **The roles and responsibilities of people who work in the health and social care sector** The roles of people who work in health and social care settings. The responsibilities of people who work in health and social care settings. Specific responsibilities of people who work in health and social care settings. Multidisciplinary working in the health and social care sector. Monitoring the work of people in health and social care settings	Unit 2 **The roles and responsibilities of people who work in the health and social care sector** The roles of people who work in health and social care settings. The responsibilities of people who work in health and social care settings. Specific responsibilities of people who work in health and social care settings. Multidisciplinary working in the health and social care sector. Monitoring the work of people in health and social care settings	Unit 2 **The roles and responsibilities of people who work in the health and social care sector** The roles of people who work in health and social care settings. The responsibilities of people who work in health and social care settings. Specific responsibilities of people who work in health and social care settings. Multidisciplinary working in the health and social care sector. Monitoring the work of people in health and social care settings	Unit 2 **The roles of organisations in the health and social care sector** The roles of organisations in providing health and social care services. Issues that affect access to services. Ways organisations represent interests of service users. The roles of organisations that regulate and inspect health and social care services. Responsibilities of organisations towards people who work in health and social care settings	Unit 2 **The roles of organisations in the health and social care sector** The roles of organisations in providing health and social care services. Issues that affect access to services. Ways organisations represent interests of service users. The roles of organisations that regulate and inspect health and social care services. Responsibilities of organisations towards people who work in health and social care settings	Unit 2 **The roles of organisations in the health and social care sector** The roles of organisations in providing health and social care. Issues that affect access to services. Ways organisations represent interests of service users. The roles of organisations that regulate and inspect health and social care services. Responsibilities of organisations towards people who work in health and social care settings	Unit 2 **Working with people with specific needs in the health and social care sector** People with specific needs. Working practices

Disciplinary knowledge — The How!

September	October	November	December	January	February	March	April	May	June	July
Unit 5 Learning Aim A – Examine principles, values and skills which underpin meeting the care and support needs of individuals	Unit 5 Learning Aim B - Examine the ethical issues involved when providing care and support to meet individual needs.	Unit 5 Learning Aim C - Investigate the principles behind enabling individuals with care and support needs to overcome challenges	Unit 5 Learning Aim D - Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual need	Unit 1 AO1 Demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing Command words: describe, discuss, evaluate, identify, justify, to what extent Marks: ranges from 3 to 6 marks	Unit 1 AO1 Demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing Command words: describe, discuss, evaluate, identify, justify, to what extent Marks: ranges from 3 to 6 marks	Unit 1 AO2 Demonstrate understanding of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing Command words: describe, discuss, evaluate, explain, justify, outline, to what extent, which Marks: ranges from 1 to 6 marks	Unit 1 AO2 Demonstrate understanding of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing Command words: describe, discuss, evaluate, explain, justify, outline, to what extent, which Marks: ranges from 1 to 6 marks	Unit 1 AO3 Analyse and evaluate information related to human development theories/models and factors affecting human growth and development Command words: evaluate Marks: 10 marks	Unit 1 AO3 Analyse and evaluate information related to human development theories/models and factors affecting human growth and development Command words: evaluate Marks: 10 marks AO4 Make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing Command words: discuss, evaluate, justify, to what extent Marks: ranges from 10 to 12 marks	Unit 1 AO4 Make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing Command words: discuss, evaluate, justify, to what extent Marks: ranges from 10 to 12 marks
Unit 14 **Learning Aim A: Investigate the causes and effects of physiological disorders**	Unit 14 Learning Aim B: Examine the investigation and diagnosis of physiological disorders	Unit 14 Learning Aim C: Examine treatment and support for service users with physiological disorders	Unit 14 Learning Aim D: Develop a treatment plan for service users with physiological disorders to meet their needs.	Unit 2 AO1 - Demonstrate knowledge of service user needs, roles and responsibilities of workers and working practices within the health and social care sector.	Unit 2 AO1 - Demonstrate knowledge of service user needs, roles and responsibilities of workers and working practices within the health and social care sector.	Unit 2 AO2 - Demonstrate understanding of service user needs, roles and responsibilities of workers and working practices and procedures in the health and social care sector.	Unit 2 AO2 - Demonstrate understanding of service user needs, roles and responsibilities of workers and working practices and procedures in the health and social care sector.	Unit 2 AO3 - Analyse and evaluate information related to the roles and responsibilities of health and social care workers and organisations and how workers and organisations are monitored and regulated.	Unit 2 AO3 - Analyse and evaluate information related to the roles and responsibilities of health and social care workers and organisations and how workers and organisations are monitored and regulated.	Unit 2 Make connections between the roles and responsibilities of health and social care workers and organisations, how workers and organisations are monitored and regulated and how multidisciplinary teams work together to meet service user needs.

Sequencing (Flow) — Retrieval & Extension

September	October	November	December	January	February	March	April	May	June	July
As new students to Level 3 qualifications they will learn about note-taking skills and how to structure their work accordingly	As new students to Level 3 qualifications they will learn about note-taking skills and how to structure their work accordingly	Students will develop their skills of analysis and investigation skills	Students will develop their skills of analysis and investigation skills	Develop the students understanding of the core command words and their application to assessments	Develop the students understanding of the core command words and their application to assessments	Ability to communicate understanding of the service sector	Apply the key command words to exam style questions	The ability to apply analysis and evulation skills to extended questions	Develop analytical skills to make connections between different theories and models	Develop analytical skills to make connections between different theories and models to extended assessment questions

| Summative Assessment | | | | | | | | | | |

Personal Empowerment

	September	October	November	December	January	February	March	April	May	June	July
Virtue	Friendliness and Civility	Justice and Truthfulness	Courage	Generosity	Gratitude	Good speech	Good temper and humour	Self-mastery	Self-mastery	Compassion	Good sense
Link to Virtue *The opportunity to reflect, think deeply and critically about an issue.*	Friendliness and civility when promoting equality, diversity and preventing discrimination	The justice and trufulness of society on ethical issues, legislation and guidance on conflicts	The courage to enable individuals to overcome challenges	The need for generosity for agencies to work together to meet care and support needs	The gratitude for human development and health and well-being.	The good speech with regards to self-esteem and the effect this can have on someone's development and health and well-being.	The good temper and humour to analyse how these events can have impact on health-wellbeing.	Self-mastery to respect the factors that affect development and how they can impact on their health and well-being map	Self-mastery to respect the factors that affect development and how they can impact on their health and well-being map	Explain the importance of compassion in the healthcare industry	Good sense to adopt revision stratgies and research staratgies to prepare for the coursework element

Preparation for Work

	September	October	November	December	January	February	March	April	May	June	July
Skill	Listening	Leadership	Problem Solving	Creativity	Staying Positive	Speaking	Speaking	Staying Positive	Aiming High	Speaking	Teamwork
Link to Skill *Transferable skills*	Listening to one another and appreciating the views of each other	Demonstrating leadership during diagnosing physiological disorders	Problem-solving skills to decide the best method of treatment	Craetive solutions when developing treatment plans	Staying positive in the face of political opposition to make your mark.	Speaking to one another positively and sharing ideaswhen discussing the roles of healthcare professionals	Speaking to one another positively and sharing ideaswhen discussing the roles of healthcare professionals	Organisations staying positive in challenging times	Organisations demonstrating high standards and ambitions	Students are able to discuss the effects of ageing and the societal effects of an ageing population	Students develop teamwork skills by working collaboratively on the societal effects

Preparation for Citizenship

	September	October	November	December	January	February	March	April	May	June	July
SMSC & British Values *Developing opinions on current issues*	Democracy	Rule of Law	Mutual Respect	Indivodial Liberty	Tolerance of other beliefs	Democracy	Rule of Law	Mutual Respect	Individual liberty	Tolerance	Democracy
Link to SMSC & British Values											