

	Half term 1	Half term 2	Half Term 3	Half Term 4	Half term 5	Half term 6
Content title -	Unit 1: Human Lifespan (Exam) 12th of January 2024		Unit 5: Meeting Individual Care & Support Needs		Unit 5: Meeting Individual Care & Support Needs	Unit 5: Meeting Individual Care & Support Needs
Purpose of the scheme	To examine principles, values and skills which underpin meeting the care and support needs of individual, as well as exploring the ethical issues involved when providing care and support to meet individual needs.		To examine principles, values and skills which underpin meeting the care and support needs of individual, as well as exploring the ethical issues involved when providing care and support to meet individual needs.		To investigate the principles behind enabling individuals with care and support needs to overcome challenges.	To investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs.
Pre read (suggested)	https://www.gov.uk/government/organisations/department-of-health-and-social-care https://www.england.nhs.uk/ https://www.hcpc-uk.org/about-us/who-we-work-with/professional-bodies/		https://www.nmc.org.uk/standards/code/ https://www.england.nhs.uk/ https://www.hcpc-uk.org/about-us/who-we-work-with/professional-bodies/		https://www.nmc.org.uk/standards/code/ https://www.england.nhs.uk/ https://www.hcpc-uk.org/about-us/who-we-work-with/professional-bodies/	https://www.nmc.org.uk/standards/code/ https://www.england.nhs.uk/ https://www.hcpc-uk.org/about-us/who-we-work-with/professional-bodies/
Key knowledge and skills	<p><u>Knowledge:</u> Demonstrate knowledge of physical, intellectual, emotional, and social development across the human lifespan, factors affecting human growth and development and effects of ageing. Demonstrate understanding of physical, intellectual, emotional, and social development across the human lifespan, factors affecting human growth and development and effects of ageing.</p> <p>Analyse and evaluate information related to human development theories/models and factors affecting human growth and development. Make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing</p> <p>Command words: discuss, evaluate, justify to what extent.</p> <p><u>Skills:</u> Analysis, application, and evaluation.</p>		<p><u>Knowledge:</u> Promoting equality, diversity and preventing Discrimination. Know the skills and personal attributes required for developing relationships with individuals. Know of empathy and establishing trust with individuals.</p> <p>Examine the ethical issues involved when providing care and support to meet individual needs.</p> <p>Ethical issues and Approaches. Legislation and guidance on conflicts of interest, balancing resources, and minimising risk</p> <p><u>Skills:</u> Analysis, application, and evaluation. Evaluate the role and purpose of legislative and in formulating policy which in turn provides basis of quality care and support.</p>		<p><u>Knowledge:</u> Investigate the principles behind enabling individuals with care and support needs to overcome challenges.</p> <p>Enabling individuals to overcome challenges. Promoting personalisation. Communication techniques</p> <p><u>Skills:</u> Apply knowledge of research methods to real life situations evaluating strengths and weaknesses.</p>	<p><u>Knowledge:</u> Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs How agencies work together to meet individual care and support needs Roles and responsibilities of key professionals on multidisciplinary teams Maintaining confidentiality. Managing information.</p> <p><u>Skills:</u> Analysis, application, and evaluation.</p>
Key words/ vocabulary	Milestones, schema, assimilation, accommodation, cognition.		Equality, diversity, anti-discriminatory, multi-disciplinary.		Equality, diversity, anti-discriminatory, multi-disciplinary, personlisation, care plans.	All key vocabulary from previous units
Exam board	Milestones, schema, assimilation, accommodation, cognition.		Equality, diversity, anti-discriminatory, multi-disciplinary.		Equality, diversity, anti-discriminatory, multi-disciplinary, personlisation, care plans.	All key vocabulary from previous units
End point	Pearson’s Edexcel		Pearson’s Edexcel		Pearson’s Edexcel	Pearson’s Edexcel

Curriculum Map – Health and Social Care– Year 12



Assessment method	Progress check: weekly 4-, 6- and 10-mark exam style questions, exam questions from bank of Past Paper resources and Practice Assessment Resource issued by Pearsons.	Progress check: weekly case study style scenarios presented with varying differentiated strategies to suit content linked to controlled assessment questions.	Progress check: weekly case study style scenarios presented with varying differentiated strategies to suit content linked to controlled assessment questions.	Progress check: weekly case study style scenarios presented with varying differentiated strategies to suit content linked to controlled assessment questions.
Wider reading / links / research	Speakers from Primary & Secondary Health Professions. Online interactive resources. Tutor2u Workshops.	Speakers from Primary & Secondary Health Professions. Online interactive resources. Tutor2u Workshops.	Speakers from Primary & Secondary Health Professions. Online interactive resources. Tutor2u Workshops.	Speakers from Primary & Secondary Health Professions. Online interactive resources. Tutor2u Workshops.
Careers links	Health and Social Care gives a good foundation for working with vulnerable people. Careers past students have progressed on to include Nursing, Midwifery, Counselling and job roles in the NHS, Health Promotion, Teaching and Educational Support work, Social Work, Probation and Police, Youth and Community Work, Nursery Nursing and Childcare.			