

**Public Services Progression map:** breaks down the key concepts to specify the most important knowledge and how that knowledge builds within the curriculum. It enables teachers to see the big picture of pupils' learning: what content is taught in which year group.

Key Concepts	Year 12
The role of public services in our society	Units 1, 2, 3 and 5
The skills needed by public service employees	Units 1, 2, 3 and 5

**Long-term plan:** organises the knowledge from the progression map into units to give an overview of what is taught when in your curriculum. It provides a starting point for medium term planning.

Year 12 LCN					
Autumn Term		Spring Term		Summer Term	
Unit Title: 3: Employment in the Public Services	Unit length: 15 hours	3: Employment in the Public Services	Unit length: 15 hours	Unit Title:	Unit length:
Domains of Knowledge: <ul style="list-style-type: none"> <li>The work of the public services</li> <li>Public service job opportunities</li> <li>Conditions of service in different public service</li> </ul>		Domains of Knowledge: <ul style="list-style-type: none"> <li>Application and selection processes of the public services for employment</li> <li>Job-searching techniques</li> <li>CV's and application forms</li> </ul>		Domains of Knowledge: Complete any outstanding work from Autumn and Spring terms.	
Relevant Key Concepts: <ul style="list-style-type: none"> <li>The role of public services in our society</li> <li>The skills needed by public service employees</li> </ul>		Key Concepts: <ul style="list-style-type: none"> <li>The role of public services in our society</li> <li>The skills needed by public service employees</li> </ul>		Key Concepts: <ul style="list-style-type: none"> <li></li> </ul>	
Gateway knowledge: <ul style="list-style-type: none"> <li>Basic understanding of what the most common public services do e.g. police</li> <li>What a job is</li> <li></li> </ul>		Gateway knowledge: <ul style="list-style-type: none"> <li>That you have to apply for a job and have an interview</li> </ul>		Gateway knowledge: <ul style="list-style-type: none"> <li></li> </ul>	
Assessment end-points: <ul style="list-style-type: none"> <li>Describe, using relevant examples, the range of work undertaken by three contrasting public services</li> </ul>		Assessment end-points: <ul style="list-style-type: none"> <li>Describe the application and selection process for two public service jobs from contrasting public services</li> </ul>		Assessment end-points: <ul style="list-style-type: none"> <li></li> </ul>	

<ul style="list-style-type: none"> <li>● Compare the range of work undertaken by three contrasting public services.</li> <li>● Explain the requirements for job roles available in three contrasting public services.</li> <li>● Compare the requirements for job roles available in three contrasting public services</li> <li>● Evaluate the advantages and disadvantages of employment in three contrasting public services</li> </ul>	<ul style="list-style-type: none"> <li>● Compare the application and selection process for two public service jobs, from contrasting public services</li> <li>● Analyse the application and selection process for two public service jobs, from contrasting public services.</li> <li>● Use job-searching techniques to find two suitable job opportunities in the public service sector from researched sources of information</li> <li>● Compare the suitability for self of two selected job opportunities in public services, identifying areas for improvement of own skills</li> <li>● Evaluate the suitability of self for two selected job opportunities in public services, recommending the most suitable option</li> <li>● Produce a structured written application for a selected vacancy using appropriate language and tone.</li> <li>● Produce a structured and detailed written application, using appropriate language and tone, which meets the requirements of a suitable vacancy</li> <li>● Produce a well-organised presentation of a written application, which is fit for purpose and fully meets the requirements of the selected vacancy</li> </ul>	
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Year 12 DSD					
Autumn Term HT1		Autumn Term HT2		Spring Term HT1	
Unit Title: 1: The Role and Work of the Public Services	Unit length: 30	Unit Title: 2: Working Skills in the Public Service Sector Learning Aim A	Unit length: 15 hours	Unit Title: 2: Working Skills in the Public Service Sector Learning Aim B	Unit length: 15 hours

				*DSD will support GES with Unit 5 when Unit 2 is complete	
<p>Domains of Knowledge:</p> <ul style="list-style-type: none"> <li>● Grouping and purpose of the public services</li> <li>● The work and responsibilities of the public services</li> <li>● The need for the public services to work together</li> <li>● How public services are delivered</li> <li>● How public services are funded</li> <li>● Impact of funding on service delivery</li> <li>● Accountability in public service delivery</li> </ul>	<p>Domains of Knowledge:</p> <ul style="list-style-type: none"> <li>● Meeting the needs of public services customers</li> <li>● Working skills within public service sector groups</li> </ul>	<p>Domains of Knowledge:</p> <ul style="list-style-type: none"> <li>● Using team and working skills in the public service sector</li> <li>● Reviewing performance of application of working skills through teamwork</li> </ul>			
<p>Relevant Key Concepts:</p> <ul style="list-style-type: none"> <li>● The role of public services in our society</li> <li>● The skills needed by public service employees</li> </ul>	<p>Key Concepts:</p> <ul style="list-style-type: none"> <li>● The role of public services in our society</li> <li>● The skills needed by public service employees</li> </ul>	<p>Key Concepts:</p> <ul style="list-style-type: none"> <li>● The role of public services in our society</li> <li>● The skills needed by public service employees</li> </ul>			
<p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>● That the government funds public services</li> <li>● What it means to categorise</li> </ul>	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>● What a customer need is</li> <li>● What a skill is</li> </ul>	<p>Gateway knowledge:</p> <ul style="list-style-type: none"> <li>● Concept of working in a team</li> <li>● Understand what the purpose of a review is</li> </ul>			
<p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Demonstrate knowledge and understanding of the role and work of the public services</li> <li>● Analyse the differing roles and work of public services</li> <li>● Evaluate the roles and work of public services</li> </ul>	<p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Describe internal and external customers of two contrasting public services.</li> <li>● Explain working skills used with customers by two contrasting public services.</li> <li>● Explain how customer needs are met in two contrasting public services.</li> <li>● Compare working skills used with customers by two contrasting public services.</li> <li>● Assess how working skills are used by two contrasting public services to meet customer needs</li> </ul>	<p>Assessment end-points:</p> <ul style="list-style-type: none"> <li>● Demonstrate own working skills through teamwork in two contrasting public service situations.</li> <li>● Describe own performance as a team member in two contrasting public service situations.</li> <li>● Compare own performance as a team member in two contrasting public service situations in terms of strengths and areas for improvement.</li> <li>● Assess own performance as a team member in two contrasting public service situations and develop an action plan for improvements</li> </ul>			

\*DSD will split curriculum time between two units in the Autumn term

Spring Term HT2		Summer Term HT1		Summer Term HT2
Unit Title: 5: Health, Fitness and Lifestyle for the Public Services	Unit Length: 15 hours	Unit Title: 5: Health, Fitness and Lifestyle for the Public Services	Unit Length: 15 hours	
Domains of Knowledge: <ul style="list-style-type: none"> <li>● Diet and nutrition for a healthy and fit lifestyle</li> <li>● Lifestyle factors that affect health and fitness</li> </ul>		Domains of Knowledge: <ul style="list-style-type: none"> <li>● Public service job requirements for health and/or fitness</li> <li>● Fitness tests</li> </ul>		Domains of Knowledge:
Relevant Key Concepts: <ul style="list-style-type: none"> <li>● The role of public services in our society</li> <li>● The skills needed by public service employees</li> </ul>		Relevant Key Concepts: <ul style="list-style-type: none"> <li>● The role of public services in our society</li> <li>● The skills needed by public service employees</li> </ul>		Relevant Key Concepts:
Gateway knowledge: <ul style="list-style-type: none"> <li>● That food is the main source of nutrition</li> </ul>		Gateway knowledge: <ul style="list-style-type: none"> <li>● That a lot of public service roles are physical e.g. fire person, army</li> <li>● Basic understanding of how exercise impacts health</li> </ul>		Gateway knowledge:
Assessment end-points: <ul style="list-style-type: none"> <li>● Describe the effects of nutrition on health and fitness.</li> <li>● Describe the effects of lifestyle factors on health and fitness.</li> <li>● Explain how nutrition and lifestyle factors affect health and fitness</li> <li>● Analyse the potential impact of nutrition and lifestyle factors on individuals in order to recommend improvements.</li> <li>●</li> </ul>		Assessment end-points: <ul style="list-style-type: none"> <li>● Describe the health and fitness requirements for jobs within three different public services.</li> <li>● Explain why three public services have health and fitness requirements.</li> <li>● Compare the reasons for health and fitness requirements within three public services.</li> <li>● Evaluate the health and fitness requirements within public services with reference to a job role.</li> <li>● Participate in fitness tests for two contrasting public services maintaining a results log to describe results.</li> </ul>		Assessment end-points:

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|  | <ul style="list-style-type: none"><li>● Explain the results of fitness tests undertaken for two contrasting public services.</li><li>● Analyse the results of the fitness tests undertaken for two contrasting public services.</li><li>● Assess the results of the fitness tests undertaken for two contrasting public services to recommend improvements.</li></ul> |  |
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