

Health & Social Care

Progression map: breaks down the key concepts to specify the most important knowledge and how that knowledge builds within the curriculum.

| | EXTENDED CERTIFICATE | |
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| Key Concepts | Year 12 | Year 13 |
| PIES | T1 - Meeting individual Care and Support Needs T2 - Human Lifespan Development (PIES) T3 - Human lifespan development (theories) | T1 - Working in Health and Social Care T2 - sociological perspectives |
| Life stages | T1 - Meeting individual Care and Support Needs T2 - Human Lifespan Development (PIES) T3 - Human lifespan development (theories) | T1 - Working in Health and Social Care |
| Factors affecting growth & development | T1 - Meeting individual Care and Support Needs T2 - Human Lifespan Development (PIES) T3 - Human lifespan development (theories) | T1 - Working in Health and Social Care T2 - sociological perspectives |
| Interpreting data | T2 - Human Lifespan Development (PIES) T3 - Human lifespan development (theories) | T1 - Working in Health and Social Care T2 - sociological perspectives |
| Processes for working in HSC | T1 - Meeting individual Care and Support Needs | T1 - Working in Health and Social Care T2 - sociological perspectives |
| Attitudes in HSC | T1 - Meeting individual Care and Support Needs T2 - Human Lifespan Development (PIES) T3 - Human lifespan development (theories) | T1 - Working in Health and Social Care T2 - sociological perspectives |
| Human growth and development | T1 - Meeting individual Care and Support Needs T2 - Human Lifespan Development (PIES) T3 - Human lifespan development (theories) | T1 - Working in Health and Social Care T2 - sociological perspectives |
| Application to case studies | T1 - Meeting individual Care and Support Needs T2 - Human Lifespan Development (PIES) T3 - Human lifespan development (theories) | T1 - Working in Health and Social Care T2 - sociological perspectives |
| Contemporary research | | |

Long-term plan: organises the knowledge from the progression map into units to give an overview of what is taught when in the curriculum.

| Year 12 - EXTENDED CERTIFICATE | | | | | |
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| Autumn Term | | Spring Term | | Summer Term (HT5) | |
| Unit Title: Human Lifespan Development | Unit length: 90 hours | Unit Title: Meeting Individual Care and Support Needs | Unit length: 90 hours | Unit Title: Meeting Individual Care and Support Needs | Unit length: 90 hours |
| Domains of Knowledge: <ul style="list-style-type: none"> knowledge of PIES across the human lifespan human development theories/models and factors affecting human growth and development theories/models in relation to human development, factors affecting human growth and development and effects of ageing | | Domains of Knowledge: <ul style="list-style-type: none"> values and skills which underpin meeting the care and support needs of individuals ethical issues involved when providing care and support to meet individual needs principles behind enabling individuals with care and support needs to overcome challenges | | Domains of Knowledge: <ul style="list-style-type: none"> roles of professionals in HSC and how they work together | |
| Relevant Key Concepts: <ul style="list-style-type: none"> PIES Life stages Factors affecting growth & development processes for working in HSC Attitudes in HSC Application to case studies | | Key Concepts: <ul style="list-style-type: none"> PIES Life stages Factors affecting growth & development processes for working in HSC Attitudes in HSC Application to case studies | | Key Concepts: <ul style="list-style-type: none"> PIES Life stages Factors affecting growth & development processes for working in HSC Attitudes in HSC Application to case studies | |
| Gateway knowledge: <ul style="list-style-type: none"> HSC jobs and roles Support available in HSC | | Gateway knowledge: <ul style="list-style-type: none"> Ethics in HSC PIES | | Gateway knowledge: <ul style="list-style-type: none"> PIES Lifestages | |

| | <ul style="list-style-type: none"> Life stages | <ul style="list-style-type: none"> human development |
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| <p>Assessment end-points:</p> <ul style="list-style-type: none"> 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 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>Assessment end-points:</p> <ul style="list-style-type: none"> 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 Examine principles, values and skills which underpin meeting the care and support needs of individuals Examine the ethical issues involved when providing care and support to meet individual needs Investigate the principles behind enabling individuals with care and support needs to overcome challenges Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs. | <p>Assessment end-points:</p> <ul style="list-style-type: none"> Examine the ethical issues involved when providing care and support to meet individual needs Investigate the principles behind enabling individuals with care and support needs to overcome challenges Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs. |

| Year 13 - EXTENDED CERTIFICATE | | | | | |
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| Autumn Term | | Spring Term | | Summer Term | |
| Unit Title: Working in Health and Social Care | Unit length: 90 hours | Unit Title: Sociological Perspectives | Unit length: 60 hours | Unit Title: | Unit length: |
| Domains of Knowledge: <ul style="list-style-type: none"> service user needs, roles and responsibilities of workers, and working practices within the health and social care sector roles and responsibilities of health and social care workers and organisations and how workers and organisations are monitored and regulated multidisciplinary teams work together to meet service user needs | | Domains of Knowledge: <ul style="list-style-type: none"> sociological concepts and perspectives and how they are applied to the study of health and social care sociological approaches social inequalities, demographic change, and patterns and trends affect health and social care delivery. | | Domains of Knowledge: | |
| Relevant Key Concepts: <ul style="list-style-type: none"> PIES Life stages Factors affecting growth & development | | Key Concepts: <ul style="list-style-type: none"> PIES Factors affecting growth & development Interpreting data | | Key Concepts: <ul style="list-style-type: none"> | |

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| <ul style="list-style-type: none"> ● Interpreting data ● processes for working in HSC ● Attitudes in HSC ● Human growth and development | <ul style="list-style-type: none"> ● Attitudes in HSC ● Application to case studies | |
| <p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● PIES ● Life Stages ● Multidisciplinary ● Multi agency | <p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● PIES ● Multidisciplinary ● Multi agency ● Individual needs | <p>Gateway knowledge:</p> <ul style="list-style-type: none"> ● |
| <p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Demonstrate knowledge and understanding of service user needs, roles and responsibilities of workers, working practices and procedures in the health and social care sector ● 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 ● 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 | <p>Assessment end-points:</p> <ul style="list-style-type: none"> ● Understand how sociological concepts and perspectives are applied to the study of health and social care ● Examine how sociological approaches support understanding of models and concepts of health ● Examine how social inequalities, demographic change, and patterns and trends affect health and social care delivery. | <p>Assessment end-points:</p> <ul style="list-style-type: none"> ● |