


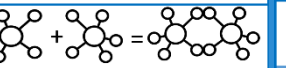








Swindon Academy Health and Social care Curriculum Map

The intent of Health and Social care is to prepare students to be fully informed about a variety of health and social care professions and roles. It is also to develop student understanding in the skills and attributes necessary for these roles. We want students to develop a secure grasp of physical, emotional, social and intellectual human development across life stages. We want them to develop a strong understanding of the fundamental physical indicators of health and wellbeing and ways in which health and wellbeing can be improved. The curriculum is also designed so that students can practice key care values in HSC through their implementation in role plays. We intend our HSC curriculum to equip students to be ready to enter the care sector in caring roles. If they choose to take HSC on to L3 they will deepen their understanding of human development and specific responsibilities of people who work in health and social care. They will also learn about relevant legislation and approaches and theories in HSC to form a sound basis from which to undertake further training or move straight into employment in the field.

Implementation – Rosenshine principles of instruction – please write one or two sentences to describe the implementation for each of the Rosenshine principles below these must be subject specific and observable in lessons.

Daily Review	New Material in Small Steps	Ask Questions	Provide Models	Guide Student Practice	Check Student Understanding	Obtain High Success Rate	Scaffolds for Difficult Tasks	Independent Practice	Weekly and Monthly Review
 <p>Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.</p>	 <p>Our working memory is small, only handling a few bits of information at once. Avoid its overload—present new material in small steps and proceed only when first steps are mastered.</p>	 <p>The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.</p>	 <p>Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud, help to clarify the specific steps involved.</p>	 <p>Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers build in more time for this.</p>	 <p>Less successful teachers merely ask "Are there any questions?" no questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.</p>	 <p>A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.</p>	 <p>Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.</p>	 <p>Independent practice produces "overlearning" - a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.</p>	 <p>The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.</p>
<ul style="list-style-type: none"> • United quizzing • Do now recall quadrants or questions on the board 	<ul style="list-style-type: none"> • Quotes given start sols • Practice developed points and PEELs before 12mQ 	<ul style="list-style-type: none"> • Cold call • Variety of Open and closed questions 	<ul style="list-style-type: none"> • Teacher model visualiser • Walking talking questions 	<ul style="list-style-type: none"> • Use of visualizer good to great/ modelling • Apply tasks every lesson • Key words given to use in L9 answers 	<ul style="list-style-type: none"> • Peer marking against L9 model answers • Challenging individual students on knowledge and understanding whilst circulating 	<ul style="list-style-type: none"> • Re testing questions that are not mastered- QLA • Use of knowledge organisers and revision materials in prep to master content 	<ul style="list-style-type: none"> • Concept maps • Sentence starters and paragraph prompts (writing frames) • Key word lists and linking phrases 	<ul style="list-style-type: none"> • Practice exam questions • Knowledge organiser tests • United Quizzing 	<ul style="list-style-type: none"> • Quizzing • Practice exam questions

Term	1	2	3	4	5	6
Year 10 (split between 2 teachers. Component 1 and Component 2)	Component 1 Learners will explore aspects of physical and intellectual growth and development across life stages	Component 1 Learners will explore aspects of social and emotional growth and development across life stages	Component 1 Learners will explore the different factors that can affect an individuals growth and development.	Component 1 Write up assignment LAA	Component 1 Learners will explore the different life events that can impact on people's physical, intellectual, emotional and social development	Component 1 Learners will explore how individuals can adapt to life events. Write up of assignment LAB

run concurrently.	Component 2 Learners will explore the health and social care services that are available and why individuals may use them- focusing on health care services	Component 2 Learners will explore the health and social care services that are available and why individuals may use them- focusing on social care services		Component 2 Learners will explore barriers that can make it difficult to access health and social care services and how these barriers can be overcome		Component 2 Write up assignment LAA		Component 2 Learners will explore and practice the different health care values that are key to the delivery of effective health and social care services	Component 2 Learners review and reflect on own application of care values Assignment write up LAB	
Term	1	2		3		4		5	6	
Year 11	Learners will explore factors which affect health and wellbeing positively and negatively	Learners will interpret indicators that can be used to measure physiological health, interpreting data and using published guidance. They will interpret lifestyle data in relation to risks posed by physical health		Learners will explore the features of health and wellbeing improvement plans and obstacles individuals face when implementing these plans		Revision		Revision and exam	exam	
Term	1	2	2	3	3			5	6	6
Year 12	Human growth and development across the life stages Intellectual, social and emotional growth and development across the life stages Factors affecting human growth and development, to include; nature nurture debate, genetic factors, environmental factors, social factors, economic factors and major life events	Continued.. Factors affecting human growth and development, to include; nature nurture debate, genetic factors, environmental factors, social factors, economic factors and major life events The physical, psychological and societal effects of aging	Assessment 2 Review and reteach	Exam Principles, values and skills which underpin meeting the care and support needs of individuals Write up LAA Ethical issues involved when providing care and support to meet individual needs	Assessment 3 Review and reteach	Write up LAB Investigate the principles behind enabling individuals with care and support needs to overcome challenges	Assessment 4 Review and reteach	Write up LAC Investigating the roles of professionals and how they work together to provide the care and support necessary to meet individual needs Write up LAD	Assessment 5 Review and reteach	

<p>factors, economic factors and major life events</p>						
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Term	1	2	3	4	5 and 6
<p>Year 13</p>	<p>Roles and responsibilities of people who work in the health and social care sector</p> <p>The responsibilities of people who work in the health and social care settings</p> <p>Specific responsibilities of people who work in health and social care settings</p> <p>Multi disciplinary working in health and social care</p> <p>Monitoring the work of people in health and social care settings</p>	<p>Roles of organisations in providing health and social care settings</p> <p>Issues that affect access to services</p> <p>Ways organisations represent interests of service users</p> <p>The roles of organisations that regulate and inspect health and social care services</p> <p>Responsibilities of organisations towards people who work in health and social care settings</p> <p>Working with people with specific needs in the health and social care sector</p>	<p>Exam</p> <p>Unit 14</p> <p>Investigate causes and effects of physiological disorders on body systems and functions</p> <p>Examine the investigation and diagnosis of physiological disorders</p>	<p>LAA and LAB write up</p> <p>Examine the treatment and support for service users with physiological disorders</p> <p>Develop a treatment plan for service users with physiological disorders to meet their needs</p>	<p>LAC and LAD assignment write up</p>