Curriculum Map

Subject: **Health and Social Care**   **Year group: 11**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content Component 3: Health and Wellbeing Component 2: Health and Social Care Services and Values	A1 Demonstrate knowledge and understanding of factors that affect health and wellbeing Interpret health indicators Design a person-centred health and wellbeing improvement plan	A2 Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans Revision	A1 Understand the different types of health and social care services, investigating the structure of health care services across the UK. Exploring the role of a range of health care services and social care services	A2 Barriers to accessing services Identifying barriers that prevent individuals from accessing services, and suggesting a range of strategies to overcome these.	N/A	N/A
Skills *Apply* *Justify* *Reflect* *Develop*	Explore factors and apply to an individual's health and wellbeing Interpret data used as indicators of health, using published guidance. Develop plans that consider a person-centred approach.	Investigate obstacles that individuals can face when trying to improve health, evaluating methods to overcome these Exam skills development to include; interpretation of the question; reviewing marks to use as a guide to depth required; structuring larger mark responses.	Independently investigate using a range of reliable sources of information, ie NHS, and registered charity companies, Explain how health and social care services meet the needs of individuals in society Assess the suitability of health and social care services for individuals	Explain how barriers could affect the use of health or social care services, making justified and realistic suggestions for how barriers for one service can be overcome	N/A	N/A
Key Questions	Does the factor have a positive or negative affect on health and well-being? Which area of development will be affected the most? Will the affect of the factor be more or less	How might we identify an obstacle that limits or prevents access to a service? Why is it important to identify obstacles and overcome these? Are there any limitations to how a service can overcome	Who monitors how effective services are, and can this influence a persons choice to use this? What influences whether a service is the most appropriate? Are all services available to everyone?	How would limited access affect the PIES of individuals? Are there demographic explanations for the barriers that individuals face? What should be considered when	N/A	N/A

	significant at ant specific life stages? Which factors have a similar effect on PIES?	obstacles for their service users?		organisations are deciding how to overcome these barriers?		
Assessment	Assessment 1 Formative, in class assessment	Assessment: Pre-public examination

External examination in January | Assessment : Coursework assessment Task 1 – Assessing the suitability of a local service | Assessment : Coursework assessment Task 2 – Identifying a range of barriers to accessing services and making realistic suggestions as to how to overcome these. | N/A | N/A |
| Literacy/Numeracy/ SMSC/Character | Synthesising information from a range of sources. Developing empathy Understanding cultural differences | Synthesising information from a range of sources. Developing empathy Understanding cultural differences | Validating sources of information Extended research task to include qualitative and quantitative information | Comprehensive literacy task applying key terminology and ideas, in context. | N/A | N/A |