



Progression Map - Health and Social Care

Curriculum Intent

The secondary curriculum at Bradford Academy intends to:

- Develop individuals who are respectful, responsible and resilient and encourage them to be a shining light in their community.
- Ensure that learners develop knowledge and skills that lead to academic success and future opportunities.
- Create a culture of reading by maximising opportunities to read and broaden vocabulary during the school day and at home.
- Provide a breadth of subjects and experiences so that every individual can find and nurture their strengths and talents.
- Be ambitious for all of our learners by carefully planning for excellent achievement.
- Make use of a sound evidence base to ensure that lessons and teaching techniques are effective.

The health and social care curriculum intends to:

Equip learners in developing a broad range of skills such as empathy, health and wellbeing. We aim to prepare students for life beyond their everyday experiences, allowing them to be equipped with skills that will bring them success in Yorkshire's second largest employment sector. Lessons are created to build on student's previous learning with formative assessments aimed at scaffolding skills, knowledge and experiences. Students will be given opportunities to expand their knowledge outside the curriculum with high level resources including further reading, external speakers and hands on experiences. In Health and Social Care, we strive to develop students who embody a compassionate character that will help them to excel in sectors that require them to assess the health and wellbeing of others. Students will leave Health and Social Care being well-round and empathetic to others.



		By the end of Year 10	By the end of Year 11
Knowledge and Skills	Life stages and the factors that affect development	Students will explore aspects of growth and development across the six life stages using the PIES (physical, intellectual, emotional, social) classification. Students will also explore the factors that affect an individual's growth and development. Students will use the knowledge of PIES and factors that affect growth and development to write their Pearson's Controlled Assessment for component 1.	Students will continue to explore human growth and development using PIES as an acronym when applying to Set Assessments and external examinations. Students will understand the meaning of holistic health and wellbeing, exploring a variety of factors that can affect a person's health and wellbeing both positively and negatively.
	Life events and how individuals can adapt	Students will explore how individuals can adapt and be supported through changes and life events. Students will learn how individuals adapt to these changes. Students will learn about different types as well as sources of support. Students will use the knowledge of life events and how to adapt to them, to write their Pearson's Controlled Assessment for component 1.	Students will recap factors and further explore the impact of life events relating to relationship changes and changes in life circumstances and how these impact health and wellbeing.



KS4 in Health and Social Care



Managing HSC conditions and the barriers encountered	Students will explore a range of healthcare conditions and how they can be managed by the individual and the different healthcare services that are available. Students will explore a range of social care needs and how these can be met by the social care services that are available. Students will explore barriers that can make it difficult to use these services and suggest how these barriers can be overcome	Students will recap a range of healthcare conditions and how they can be managed by the individual and the different healthcare services that are available. Students will recap a range of social care needs and how these can be met by the social care services that are available. Students will recap barriers that can make it difficult to use these services and suggest how these barriers can be overcome. Students will explore the skills and attributes required when delivering care. Students will further explore the values in HSC including the 6Cs. Students will evaluate the obstacles individuals requiring care may face. Students will assess the benefits to individuals of the skills, attributes, and values in HSC practice.
Physiological indicators, person centred approach and action planning	Students will be briefly introduced to the benefits of person-centred approach including physiological indicators such as blood pressure and pulse rate. Students will research the benefits of action planning throughout their exploration of HSC conditions such as asthma and heart disease.	Students will learn how to interpret indicators that can be used to measure physiological health, such as: - Pulse - Blood pressure - Peak flow - Body mass index (BMI) Students will interpret data to identify risks posed to an individual's health that are linked to: - Smoking - Alcohol consumption - Inactive lifestyles Students will learn how to create and apply health and wellbeing plans that brings together their understanding of support services. In the plan students will need to include: - Recommended actions to improve health and wellbeing. - Short-term (less than 6 months) and long-term - sources of support Students will explore the obstacles that individuals may face when trying to use health and wellbeing plans.



KS4 in Health and Social Care



	Extended writing	Students will begin to write extended pieces based on the PIES development throughout the life stages. Students will be assessed on their ability to use key terminology and application throughout. Scaffolded support is available in term 1 such as sentence starters and step by step structure guides. Students will write 5 extended pieces for their Pearson's Set Assessment. They will use the skills from term 1 to recall their knowledge and apply this to their set assessment tasks. Students will continue to practice writing at length during term 3 whilst working on their content retrieval for component 2. This will further enhance their skills for their second Pearson's Set Assessment in year 11.	Students will continue to write extended pieces based on HSC conditions and how to adapt to them. Students will be assessed on their ability to use key terminology and application throughout. Scaffolded support is available such as sentence starters and step by step structure guides that for many will be embedded practice, continuing their skillset. Students will write 5 extended pieces for their Pearson's Set Assessment. They will use the skills from year 10 to recall their knowledge and apply this to their set assessment tasks. Students will continue to practice writing at length during term 3 whilst working on their content retrieval for their external examination in term 3. This will allow students to access higher mark bands for extended exam questions.
	Assessment	Assessment in year 10 is worth 30% of the overall grade. This includes a Pearson's Set Assessment consisting of 5 extended writing pieces as set out by the exam board. The window to complete the assessment is during term 2 with time for independent exploration of key themes, note taking and 6 hours of supervised write-up. 40% of the overall grade is based on an external examination. This is assessed throughout KS4 using retrieval practice through SENECA, in-class quizzing and practice questioning including mock examinations.	Assessment in year 11 is worth 70% of the overall grade. This includes a Pearson's Set Assessment consisting of 5 extended writing pieces as set out by the exam board which is worth 30% of the overall grade. The window to complete the assessment is during term 1 with time for independent exploration of key themes, note taking and 6 hours of supervised write-up. 40% of the overall grade is based on an external examination. This is assessed throughout KS4 using retrieval practice through SENECA, in-class quizzing and practice questioning including mock examinations. Mock examination will occur in Term 2.
	Knowledge and Skills Revisited	All knowledge during year 10 term 1 is newly acquired. Recall strategies will be used to ensure that students can retrieve key information ready for their Set Assessment. During term 2, students will revisit the key knowledge from term 1 to apply this to their Pearson's Set Assessment. SENECA is used consistently to revisit key terminology to ensure that retrieval practice is an ongoing element to improve student recall. Extended writing skills will be developed throughout the three terms including paragraph structure, sentence starter and application skills. Skills organisers and templates will be in place to scaffold these skills effectively.	Recall strategies will be used to ensure that students can retrieve key information from year 10 ready for their Set Assessment in year 11 and their external examination. SENECA is used consistently to revisit key terminology to ensure that retrieval practice is an ongoing element to improve student recall. Extended writing skills will be developed throughout the three terms including paragraph structure, sentence starter and application skills. Skills organisers and templates will be in place to scaffold these skills effectively.