

	KS3 prior learning	By the end of the term, students can:	Year 10 Term 1 Health and Social Care Provision Job Roles Access Human Development across the life span	Year 10 Term 2 Factors affecting Human Development Care needs of the individual Laws, policies and procedures CPD	Year 10 Term 3 Laws policies and procedures Care Values Transitions	Year 11 Term 1 Partnership working Regulation Care Planning	Year 11 Term 2 NEA	Year 11 Term 3 NEA
What we want our students to know and remember	<p>History: <i>the welfare state.</i></p> <p>Biology: <i>Nutrition and digestion Health / recreational drugs. Inheritance and DNA</i></p> <p>Citizenship <i>the rule of law and volunteering</i></p> <p>English: <i>Blood brothers Yr8</i></p>	Define the key tier 3 vocabulary:	Statutory, Private, informal, Voluntary, care, functions, practitioner, role. Self, professional, Third party referrals. Communication, culture, locational barriers. Life stage, physical, emotional, social, intellectual, holistic development	Nature and Nurture, biological and environmental factors. Hierarchy, self-actualisation, disability, chronic conditions, physiological and biological needs. Legislation, policy, procedure, equality, health and safety, CPD.	Legislation, policy and procedure, responsibilities. Person centred, 6C's. Care values in practice. Transitions. Wellbeing, relationships, life chance, independent.	Partnership working, needs, preferences, barriers. Regulatory and inspection bodies. Care planning cycle, purpose, impact, care plan, assess, implement, review	Remember previous learning	Remember previous learning
	<p>PSHE: <i>Employment Rights Choices and pathways Bullying abuse and discrimination Forming and maintaining respectful relationships Alcohol drugs and tobacco Mental health and emotional wellbeing</i></p>	Recall the knowledge:	<p><i>4 types of services 3 Purposes of provision Functions of 7 health care and 4 social care services. Role of 9 health care and 7 social care practitioners Self, professional and third party referrals. Communication, culture and location barriers with ways to overcome. Key Physical, Intellectual and emotional and social developments in each life stage.</i></p>	<p>Biological and environmental factors that affect human development. Maslow's hierarchy of needs. Chronic and acute conditions and disability and their impact upon care needs. Legislation, policy and procedure and the relationship between them. Equality Act Health and Safety at Work Act Data Protection Act Health and Social Care Act Care Act</p>	<p>Equality and Inclusion policies, health and safety policies and confidentiality policies. Person centred practice. The 6 C's. Care values applied to meal times, personal care and activities. Transitions through the life stages and their impact on health and wellbeing. Role of the practitioner in preparing and supporting individuals for transition</p>	<p>How partnership working meets the needs of individuals. Communication and time management barriers and how to overcome them. Role of regulatory and inspection bodies. Roles and responsibility of the practitioner. The impact and purpose of person centred practice. The care plan and care planning cycle.</p>	As appropriate for the NEA	All knowledge for the examination
What we want our students to do		Demonstrate excellence in these skills:	<p><i>Recall knowledge and show understanding. Apply knowledge and understanding. Analyse and evaluate knowledge and understanding. Demonstrate the application of vocational skills, processes, working</i></p>	<p>Recall knowledge and show understanding. Apply knowledge and understanding. Analyse and evaluate knowledge and understanding. Demonstrate the application of vocational skills, processes, working</p>	<p>Recall knowledge and show understanding. Apply knowledge and understanding. Analyse and evaluate knowledge and understanding. Demonstrate the application of vocational skills, processes, working</p>	<p>Recall knowledge and show understanding. Apply knowledge and understanding. Analyse and evaluate knowledge and understanding. Demonstrate the application of vocational skills, processes, working</p>	<p>Recall knowledge and show understanding. Apply knowledge and understanding. Analyse and evaluate knowledge and understanding. Demonstrate the application of vocational skills, processes, working</p>	<p>Recall knowledge and show understanding. Apply knowledge and understanding. Analyse and evaluate knowledge and understanding.</p>

			<i>practices and documentation. Analyse and evaluate the demonstration of relevant vocational skills, processes working practices and documentation.</i>	practices and documentation. Analyse and evaluate the demonstration of relevant vocational skills, processes working practices and documentation.	practices and documentation. Analyse and evaluate the demonstration of relevant vocational skills, processes working practices and documentation.	practices and documentation. Analyse and evaluate the demonstration of relevant vocational skills, processes working practices and documentation.	practices and documentation. Analyse and evaluate the demonstration of relevant vocational skills, processes working practices and documentation.	
Key assessment questions:			Define the term.. Identify one Explain why Assess how Give _ ways... Discuss ... Which one ...	Define the term.. Identify one Explain why Assess how Give _ ways... Discuss ... Which one ...	Define the term.. Identify one Explain why Assess how Give _ ways... Discuss ... Which one ...	Define the term.. Identify one Explain why Assess how Give _ ways... Discuss ... Which one ...	Define the term.. Identify one Explain why Assess how Give _ ways... Discuss ... Which one ...	Define the term.. Identify one Explain why Assess how Give _ ways... Discuss ... Which one ...
Disciplinary Rigour		What makes your subject different to other subjects? What are the expectations for students in your subject area in the KS4 qualification specification?	Begin to make synoptic links across topic areas	To make synoptic links between topic areas.	To make synoptic links between topic areas. To apply knowledge of laws and policies to real life job roles.	To make synoptic links between topic areas. To understand the fundamental role of health and social care workers.	To make synoptic links between topic areas. To be able to apply all previous learning to NEA.	To make synoptic links between topic areas.