

## Curriculum Map – Health and Social Care

<p>What is the aim of the curriculum?</p> <p>How does it demonstrate ambition for students?</p>	<p>The aims of our curriculum is to provide students in Key Stage 4 with an introduction to the health and social care sector. It is designed to help learners develop a broad understanding of health and social care services and the skills needed to work in this field.</p> <p>The Health and Social Care Level 1/2 Tech Award curriculum demonstrates ambition for students by setting high expectations, challenging them to engage with complex concepts such as human development, care values, and health planning, and encouraging the application of this knowledge to real-life scenarios. It promotes critical thinking, ethical awareness, and professional behaviours, while developing transferable skills like communication and problem-solving. The curriculum is inclusive and accessible, supporting students from all backgrounds to develop confidence and aspire to meaningful careers in the health and social care sector. It lays clear progression routes to Level 3 study, apprenticeships, and vital frontline roles, fostering both academic achievement and long-term personal and professional growth.</p> <p>-</p>
<p>How does the curriculum allow time for teaching, practicing and revisiting content and for addressing gaps in student knowledge as quickly as possible?</p>	<p>The Health and Social Care Level 1/2 Tech Award curriculum is structured to allow sufficient time for teaching, practising, and revisiting key content, ensuring that students build deep understanding and retain knowledge over time. Each component is delivered in a sequenced manner that allows learners to first grasp core concepts, then apply them through structured activities, case studies, and assignments. Built-in opportunities for recapping prior learning (such as retrieval starters, low-stakes quizzes, and scenario-based reviews) help reinforce knowledge and identify misconceptions early. The use of modular components enables teachers to revisit and interleave topics across the course, ensuring key ideas such as human development, care values, and wellbeing are revisited in different contexts. Formative assessment is embedded throughout, allowing teachers to identify gaps in understanding quickly and respond with targeted intervention, differentiated support, or additional guided practice. This responsive and flexible approach supports sustained progress for all learners, particularly those who may need more time or scaffolding to master complex or unfamiliar content.</p>

<p>How is the curriculum designed to build students' knowledge and skills cumulatively? How does it pave the way for future learning?</p>	<p>The Health and Social Care Level 1/2 Tech Award curriculum is carefully structured to build students' knowledge and skills cumulatively, ensuring that learning is sequenced, progressive, and purposeful. It lays a strong foundation for further study and careers in health, social care, and early years sectors. The curriculum is designed to build knowledge and skills in a logical, scaffolded way—from understanding human development, to applying care values, and finally to making informed decisions about health and wellbeing. This cumulative structure ensures that students are not only exam-ready but also equipped for progression into further education, apprenticeships, or work in the health and social care sector. The curriculum follows the following structure to allow students to build on their knowledge throughout the course.</p> <p>Component 1: Human Lifespan Development- - Internally assessed – 30% of final grade</p> <ul style="list-style-type: none"> <li>• Foundational knowledge of physical, intellectual, emotional, and social (PIES) development across life stages.</li> <li>• Introduces key theoretical models and how life events (planned and unplanned) impact individuals.</li> <li>• Students develop early analytical and evaluative skills as they study case studies and assess individual development.</li> </ul> <p>Component 2: Health and Social Care Services and Values – Internally assessed – 30% of final grade</p> <ul style="list-style-type: none"> <li>• Builds on Component 1 by applying understanding of individual needs to real-world care settings.</li> <li>• Focus on practical skills and behaviours needed in the Health and Social Care sector such as: Effective communication</li> <li>• Demonstrating care values (e.g., respect, confidentiality, empowerment)</li> <li>• Develops learners' ability to apply theoretical knowledge to scenarios, laying groundwork for professional conduct.</li> </ul> <p>Component 3: Health and Wellbeing – Synoptic Unit – Externally assessed – 40% of final grade</p> <ul style="list-style-type: none"> <li>• Draws together prior learning to analyse health and wellbeing holistically.</li> <li>• Students use knowledge of life stages, services, and care values to carry out health assessments and create health improvement plans.</li> <li>• Introduces problem-solving, decision-making, and interpretation of data (e.g. BMI, lifestyle factors).</li> </ul> <p>The curriculum embeds transferable knowledge and skills vital for Level 3 study: Report writing. Analysis of case studies, Empathy and ethical considerations, Evaluating interventions and outcomes. These are all skills that are also valuable for other GCSE subjects as well as progression onto Level 3 qualifications in Health and Social Care/Child Care Studies.</p>
<p>How does the curriculum highlight progression routes for the subject and future career paths (Gatsby Benchmark 4)</p>	<p>The curriculum content is clearly tied to career pathways. Each component of the course (e.g. Human Lifespan Development, Health and Social Care Services and Values, Health and Wellbeing) includes direct links to real-world roles and settings, such as: Nursing, Social work, Care assistant, Midwifery, Counselling, Early years education. Students learn not just what these professionals do, but how they support service users at different life stages. Assignments and classroom activities often involve realistic case studies, helping students apply theory to practice. This introduces students to the day-to-day challenges and responsibilities in various roles. The curriculum includes opportunities to discuss post-16 options, such as:</p> <ul style="list-style-type: none"> <li>• Level 3 Health and Social Care qualifications</li> <li>• T Levels in Health or Education and Childcare</li> <li>• Apprenticeships in the sector</li> <li>• Routes into university, including nursing, midwifery, and social work degrees – The aim of trips to the UEA help to embed this progression.</li> </ul> <p>Guest speakers from different Health and Social Care professions also helps to encourage further progressions in the sector.</p>



	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What will be taught?	7						
	8						
	9						
	10	<p>Focus: Component 1 – Human Lifespan Development</p> <p>Introduction to the course and assessment structure</p> <p>Life stages and expected development: physical, intellectual, emotional, social (PIES)</p>	<p>Factors affecting growth and development (e.g., genetics, lifestyle, relationships)</p> <p>Key life events and impacts (expected and unexpected)</p>	<p>Coping with change caused by life events</p> <p>Support networks and services available at different life stages</p> <p>Case study analysis and assignment preparation</p>	<p>Internal assessment (Assignment 1 and 2 – re submission) submitted and marked</p>	<p>Focus: Component 2 – Health and Social Care Services and Values</p> <p>Introduction to health and social care services (primary, secondary, tertiary)</p> <p>Roles of professionals (e.g., nurse, GP, care worker)</p>	<p>Introduction to care values and person-centred care</p> <p>Practice scenarios: communication and applying care values</p>
	11	<p>Focus: Component 2 – Health and Social Care Services and Values (continued)</p> <p>Barriers to accessing care (e.g., language, location, disability)</p>	<p>Practising care value demonstrations and reviewing effectiveness</p> <p>Internal assessment (Assignment 1 and 2 - resubmission) submitted and marked</p> <p><i>Begin Component 3 – Health and Wellbeing (Exam Unit)</i></p>	<p>Focus: Component 3 – Health and Wellbeing</p> <p>Factors affecting health and wellbeing (genetic, environmental, lifestyle)</p> <p>Interpreting physiological indicators (e.g., BMI, blood pressure)</p>	<p>Health improvement plans: recommendations and targets</p> <p>Preparation for external assessment: case studies and mock papers</p>	<p>Preparation for external assessment: case studies and mock papers</p>	<p>Exam in last 2 years has been 1st Exam – first week in May.</p>
What key threshold	7						

	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
concepts /core skills / themes are covered each half term?	8						
	9						
	10	<p>Focus: Component 1 – Human Lifespan Development</p> <p>Threshold concepts: Life stages (infancy to later adulthood)</p> <p>Core skills: Identifying physical, intellectual, emotional, and social (PIES) development</p> <p>Themes: How people grow and change across their lives</p>	<p>Focus: Component 1 – Human Lifespan Development (continued)</p> <p>Threshold concepts: Factors affecting development (genetic, environmental, social)</p> <p>Core skills: Describing and explaining impact of factors on development</p> <p>Themes: Individual differences; nature vs nurture</p>	<p>Focus: Component 1 – Life Events and Support Systems</p> <p>Threshold concepts: Expected/unexpected life events; coping strategies</p> <p>Core skills: Linking life events to changes in PIES development</p> <p>Themes: Resilience, change, support networks</p>	<p>Focus: Component 1 – Assessment Preparation and Completion</p> <p>Threshold concepts: Application of theory to case studies</p> <p>Core skills: Analytical writing, comparing life stages, evaluating impacts</p> <p>Themes: Personalised support; holistic development</p>	<p>Focus: Component 2 – Health and Social Care Services</p> <p>Threshold concepts: Health, social care and early years settings</p> <p>Core skills: Identifying services and matching them to individual needs</p> <p>Themes: Access to care, user-centred support</p>	<p>Focus: Component 2 – Introduction to Care Values</p> <p>Threshold concepts: Core care values</p> <p>Core skills: Scenario analysis, role play, reflective writing</p> <p>Themes: 6 C's NHS Principles</p>
	11	<p>Focus: Component 2 – Applying Care Values</p> <p>Threshold concepts: Barriers to care, overcoming challenges</p> <p>Core skills: Evaluating care delivery, reflective practice</p>	<p>Focus: Component 2 – Assessment Preparation and Completion</p> <p>Threshold concepts: Application of theory to case studies</p> <p>Core skills: Analytical writing to achieve higher grading criteria</p>	<p>Focus: Component 3 – Health and Wellbeing (Exam unit)</p> <p>Threshold concepts: Health indicators, lifestyle factors</p> <p>Core skills: Interpreting data (e.g. BMI, BP), health risk analysis</p>	<p>Focus: Component 3 – Health and Wellbeing (Exam unit)</p> <p>Threshold concepts: Improving lifestyle</p> <p>Core skills: Interpreting data and being able to make recommendations to improve using prior knowledge on lifestyle factors and support.</p>	<p>Focus: Preparation for Component 3 exam (early May)</p> <p>Threshold concepts: revisit any misconceptions from PPE's.</p> <p>Core Skills: full understanding of exam layout and marks available per question.</p>	<p>Exam in last 2 years has been 1<sup>st</sup> Exam – first week in May.</p>



	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Themes: Inclusion, advocacy, professional responsibility		Themes: Prevention, lifestyle influence, public health			