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| **Year 7 Curriculum Overview**  **Design and Technology** | | |
| **Half Year 1** | | |
| **Golden Threads: Design, Make**  (Addition/Wastage tools and techniques, Material Sources and origins, processing, Marking out, Health and Safety, Equipment) | **Golden Threads: Design**  (Drawing, Designers, Design ideas, Equipment) | **Golden Threads: Design, Make, Evaluate**  (Prepare and cook commodities, Scientific terms, Health and Safety, Nutrition, Equipment, Evaluation) |
| **Product Design 1 – Workshop Pencil Holder**   * What is Design and Technology? * What is a brief and specification? * What is the purpose of a template? * What are the workshop Health and Safety Rules? * What are the classifications of Timbers? * How do you cut Timber? * How do you mark out to indicate holes? * How do you use a centre punch and hammer? * How do you use a pillar drill safely? * How do you improve quality of finish using band facer and abrasive paper? | **Graphics**   * Can different colours mean something different to the viewer? * What are analogous and complementary colours? * How can I draw in Perspective? * How do you construct a 1 point perspective drawing? * How do you construct a 2 point perspective drawing? * How do you construct basic 3D shapes using the isometric and oblique techniques? * What does expressive text mean? How can it be used? | **Food and Nutrition 1**   * What are the 4C’s of food safety? * How do you wash up effectively? * What are the two safe knife holds? * What does knife safety mean? * How do you cut foods with precision? * How do you operate a hob and use the melting method? * What is the Eatwell guide? How can you have a balanced diet? * How do you boil water safely using a hob? |
| **Half Year 2** | | |
| **Golden Threads: Design, Make  (**Drawing, Addition/Wastage tools and techniques, Designers, design ideas, Marking out, Health and Safety, Equipment) | **Golden Threads: Make, Evaluate**  (Addition/Wastage tools and techniques, Material Sources and origins, Marking out, Health and Safety, Equipment, Environment, Evaluation) | **Golden Threads: Design, Make, Evaluate**  (Prepare and cook commodities, Scientific terms, Health and Safety, Nutrition, Equipment, Evaluation) |
| **Product Design 2 – CADCAM Memphis Clock**   * What is the aesthetic of the Memphis design group? * How can you design in the style of Memphis? * How can you make your sketch look realistic? * What is a template and how is it used? * How is a template used in industry? * What is CAD? * How can you prepare a file to be manufactured by computer aided manufacture? | **Textiles – Marble Fidget**   * Why do we have textiles in the world around us? * What are natural textiles? * How do you apply a dye to a fabric, using the tie dye technique? * How do you operate a sewing machine safely? * How can you sew neat straight lines? * How do you mark out lines accurately? * How do you sew an invisible stitch to close a gap? | **Food and Nutrition 2**   * Why is the creaming method used for sponges? * How do you use the creaming method effectively? * How do you use a grill safely and effectively? * What is dextrinisation? * What is the purpose of the rubbing in method? * How do you aerate a mixture? * What is the difference between sweet and savoury flavours? |
| **Year 8 Curriculum Overview**  **Design and Technology** | | |
| **Half Year 1** | | |
| **Golden Threads: Make, Evaluate**  (Addition/Wastage tools and techniques, Material Sources and origins, processing, Marking out, Health and Safety, Equipment) | **Golden Threads: Design, Make**  Drawing, CADCAM, Design ideas | **Golden Threads: Design, Make, Evaluate**  (Prepare and cook commodities, Scientific terms, Health and Safety, Nutrition, Equipment, Evaluation) |
| **Product Design 1 – Workshop USB Light**   * What are the categories of timbers? * What are manmade timbers? * How do you cut a piece of plywood effectively? * How do you mark out on timber accurately? * How do you cut plywood? * How do you use a pillar drill? * How do you use a disc sander? * How do you solder? (Addition technique) * How can you improve a surface finish? | **Graphics**   * What is an exploded view diagram? * What is the purpose of an exploded view diagram? * How do you construct an isometric exploded view? * What is the isometric crating technique? * How can you use crating to construct a cylinder? * How do you render shapes to make them look 3D? * How can you show a material using rendering? * What is typography? * How can we use CADCAM in Graphics? | **Food and Nutrition 1**   * How do you operate and hob and oven safely? * What is the melting method? What is it used for? * How do you cook red meat so that it is safe to eat? * How does bacteria multiply? How can you prevent this? * How do you activate the ingredients in dough to make a successful bread? * Can you explain the science behind breadmaking? |
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| **Half Year 2** | | |
| **Golden Threads: Design, Make, Evaluate**  (Drawing, CADCAM, Addition/Wastage tools and techniques, design ideas, Marking out, Equipment, Evaluation) | **Golden Threads: Design, Make**  (Drawing,Addition/Wastage tools and techniques, Designers and Design Ideas, Material Sources and origins, Health and Safety, Equipment) | **Golden Threads: Design, Make, Evaluate**  (Prepare and cook commodities, Scientific terms, Health and Safety, Nutrition, Equipment, Evaluation) |
| **CADCAM – 2D Designs and Laser cutter**   * What do the terms CAD and CAM mean? * What are the advantages and disadvantages of CADCAM? * How do you draw basic shapes using 2D CAD? * How do you accurately trace and adjust nodes using 2D Design Tools? * How do you specify exact measurements in 2D Design Tools? * How do you prepare a CAD file for it to be manufactured using CAM? | **Textiles – Dye Sublimated stuffed toy**   * What are textiles important? * What does the term ‘synthetic’ textiles mean? * Where do synthetic textiles come from? * How can you recognise the work of others? * How can you design in the style of a designer? * What is dye sublimation? * How does dye sublimation work? * How do you pin fabric effectively? * How do you use a ladder stitch to close a gap? | **Food and Nutrition 2**   * How do you make bread dough? * How do you cut foods safely and effectively? * How do you use the oven safely? * What are food miles? How can we reduce them? * What is food waste? How can we limit it? * How can you make a smooth and effective batter? * How do raising agents work? * What is coagulation? |
| **Year 9 Curriculum Overview**  **Design and Technology** | | |
| **Half Year 1** | | |
| **Golden Threads: Design, Make**  (CADCAM, Addition/Wastage tools and techniques, Designers, design ideas, Material Sources and origins, Health and Safety, Equipment) | **Golden Threads: Design, Make**  (Drawing, Addition/Wastage tools and techniques, Material Sources and origins, processing, Marking out, Health and Safety, Equipment) | **Golden Threads: Design, Make, Evaluate**  (Prepare and cook commodities, Scientific terms, Health and Safety, Nutrition, Equipment, Evaluation) |
| **Product Design 1 – Workshop Pewter Casting**   * Who is Zaha Hadid? * How can you design using the style of Zaha Hadid? * How can you create an accurate flat mould, quickly? * How do you cast metal? * Where does metal come from? * What are the categories of metals? * How do you improve the surface finish of a metal product? | **Graphics – Card Modelling**   * How is paper made? * How do you construct a complex exploded view diagram using isometric and the crating technique? * How do you use a craft knife and glue gun safely? * What techniques can you use to strengthen card, and to alter its form? * How can you make a prototype model look realistic? | **Food and Nutrition 1**   * How do you thicken a sauce? * What is dairy? * How do you thicken a sauce? * How do you aerate an egg? * How do you cook chicken safety? * What are the critical temperatures involved in preparing, cooking, and storing food? |
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| **Half Year 2** | | |
| **Golden Threads: Design, Make**  (CADCAM, Addition/Wastage tools and techniques, Designers, design ideas) | **Golden Threads: Design, Make**  (Designers and Design Ideas, Material Sources and origins, Marking out, Health and Safety, Equipment) | **Golden Threads: Design, Make, Evaluate**  (Prepare and cook commodities, Scientific terms, Health and Safety, Nutrition, Equipment, Evaluation) |
| **CADCAM – 3D Onshape and 3D printer**   * Why is CAD CAM a useful tool in the manufacturing industry? * How do you model a basic 3D shape using Onshape? * How do you model a revolved 3D shape using Onshape? * How do you make a virtual 3D shape hollow? * How do you recognise the work of Alessi? * How can you design a product in the style of a well-known designer? | **Textiles – Iconic Design**   * What are Technical Textiles? * What is an iconic design? * What is a template? How does it improve accuracy? * What forces are involved when cutting fabric? * How do you hand stitch and sewing machine stitch fabric securely? * How do you attach fabrics securely together? | **Food and Nutrition 2**   * How do you aerate a Swiss roll to create its spongy texture? * How do you make a perfect textured shortcrust pastry? * What does the fat do in pastry? * What does the flour do in pastry? * How do you make a perfect textured shortcrust pastry? * How do you form a pasty? Why is it done this way? * What are the uses of different types of pastry? |

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| **Year 10 Curriculum Overview**  **Design and Technology** | |
| Autumn Term | |
| **Golden Threads: Design, Make** Drawing,Addition/Wastage tools and techniques, Design Ideas, Material Sources and origins, Marking out, Health and Safety, Equipment, Evaluation | **Golden Threads: Design, Make, Evaluate** CADCAM**,** Addition/Wastage tools and techniques, Design Ideas, Equipment, Testing and Evaluation |
| **HT1 – Workshop Timbers – Cross Puzzle & Keepsake Box,**   * Read a technical drawing * Marking out accurately * Workshop hand tools * Workshop machine tools   **Theory Unit 1**  New and Emerging Technologies   * Industry and Enterprise * Sustainability and the Environment * People, Culture and Society * Production Techniques and Systems * Informing Design Decisions   **Theory Unit 5b**  Timber Based materials   * Sources and Origins * Working with timbers * Commercial Manufacturing | **HT2 – CADCAM – 2D Spinner and 3D Kinder Egg toy**   * 2D CAD 2D Design Tools (path, nodes, dimension, grid, arrays) * CAM laser cutter * 3D CAD Onshape (extrude, cut, revolve, shell, fillet, assembly) * 3D printer * Design idea to fit inside a kinder egg * Model and 3D print design idea   **Theory Unit 2** Energy and Systems   * Energy Generation * Energy Storage * Modern Materials * Smart Materials * Composite Materials and Technical Textiles * Systems Approach to Designing * Electronic Systems * Mechanical Devices |
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| Spring Term | |
| **Golden Threads:** **Design, Make, Evaluate** Drawing, Designers and Design Ideas, Material Sources and origins, Card modelling, Testing | **Golden Threads: Make, Evaluate** Addition/Wastage tools and techniques, Marking out, Health and Safety, Equipment, Environment, Evaluation |
| **HT3 – Research and Ideas for Design Ventura project**   * Explore the design museum shop * Design to fit a design brief and specification * Card model of design idea   **Theory Unit 3**   * Timbers * Polymers * Metals * Textiles * Papers/Boards | **HT4 – Manufacture of Design Ventura project**   * Final Design Orthographic drawing * Manufacture plan * Health and Safety * Quality Control * Accurate manufacture * Quality of Finish   **Theory Unit 4**   * Forces and Stresses * Improving Functionality * Ecological and social Footprint * The Six R’s   Scales of Production |
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| Summer Term | |
| **Golden Threads: Make, Evaluate** Addition/Wastage tools and techniques, Marking out, Health and Safety, Equipment, Evaluation | **Golden Threads: Design**  Research, Drawing, Designers and Design Ideas |
| **HT5 – Focused Practical Skills**   * Lamination * Line Bending * Vacuum Forming * Casting * Milling * Wood Joints   **Theory Unit 6**  **Designing Principles**   * Investigation, Primary Secondary Research * The Work of Others * Design strategies * Design Communication | **HT6 – GCSE NEA Research Section A and B**   * Explore context * Identify problems to solve * Client profile * Client interview * Product Analysis * Design Brief * Design Specification   **Theory Unit 7**  **Making Principles**   * Selection of Materials and Components * Tolerances * Material Management * Tools, equipment and finishes * Surface Treatments and Finishes |
| **Year 10 Curriculum Overview**  **Food Preparation and Nutrition** | |
| Autumn Term | |
| **Golden Threads: Design, Make, Evaluate**  Prepare and cook commodities, Scientific terms, Health and Safety, Nutrition, Equipment, Evaluation | |
| **HT1 –Fruits and Vegetables**  Fruit Salad  Veg and Halloumi Skewers  Chicken Stir Fry  Strawberry Jam, Victoria Sponge  Define the term nutrient.  Define the term macronutrient.  What are the three groups of macronutrients?  Define the term micronutrient.  Other than nutrients, what else does the body need?  What is the function of carbohydrates in our diet?  What process in plants produces energy from water and carbon dioxide?  What are vitamins?  Which vitamins are fat soluble?  Why don’t we need to eat fat-soluble vitamins every day?  Which vitamins are water soluble?  How can we prevent the loss of water- soluble vitamins in food preparation? | **HT2 – Dairy**  Cauliflower Cheese  Thai Chicken Curry  Chocolate Mousse  Keylime Pie  Mini Quiche  How do you define Dairy?  What commodities are considered dairy?  What nutrients are found in dairy products?  What are the alternatives to dairy products?  What is lactose intolerance?  What is the difference between an allergy and an intolerance? |
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| Spring Term | |
| **Golden Threads:** **Design, Make, Evaluate**  Prepare and cook commodities, Scientific terms, Health and Safety, Nutrition, Equipment, Evaluation | |
| **HT3 – Cereals**  White Bread Loaf  Focaccia  Naan Bread  Vegetable Samosas  Fresh Pasta , Spinach & Ricotta Ravioli  Chelsea Buns  What is a possible health benefit of soluble fibre?  Why do we need dietary fibre?  What are the possible effects of too little fibre in the diet?  What are the possible effects of too much fibre in the diet?  What are the sources of insoluble fibre in the diet?  What are the sources of insoluble fibre in the diet?  Where do we get water in our diet?  How much water do we need in our diet?  What happens if we consume too little water?  What happens if we consume too much water? | **HT4 Meat, Fish, Eggs**  Joint Whole Chicken  Marinade  Hunters Chicken  Chicken Nuggets  Rough Puff Pastry, Sausage Rolls  What are the three main functions (other than to provide energy) of proteins.  What are the main animal sources of protein in our diet?  What are the main plant sources of protein in our diet?  What are proteins made of?  What are essential amino acids.  What are non-essential amino acids.  What are HBV proteins?  Which foods contain HBV proteins?  What are LBV proteins?  Which foods contain LBV proteins?  What are the consequences of not eating enough protein (malnutrition)? |
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| Summer Term | |
| **Golden Threads:** **Design, Make, Evaluate**  Prepare and cook commodities, Scientific terms, Health and Safety, Nutrition, Equipment, Evaluation | |
| **HT5 – Butters, Oils, Fats, Sugars**  Chocolate Brownies  Carrot Cake Muffins  Bakewell Tart  Apple Tarte Tatin  What type of carbohydrate are the simple sugars glucose and fructose?  Sucrose is an example of what type of carbohydrate, made from two sugar molecules joined together?  What other nutrients do starchy carbohydrates provide the body with?  Why is sugar sometimes referred to as “empty calories”?  What health conditions can a diet high in sugar cause?  What are the effects of eating too much carbohydrate?  What are the effects of eating too little carbohydrate?  Why do starchy foods make a better energy source than sugar?  What fraction of the diet should be from starch carbohydrates?  What are intrinsic and extrinsic sugars.  What is the maximum amount of sugar recommended for children aged 4-6, 7-10  and adults and children over 11? | **HT6 –Nuts and Seeds**  Choux Pastry  Honey and sesame seed Chicken  Flap jacks - choice of seeds to add  Lemon and Pine nut Cake  Mayonnaise  Other than providing energy what functions do fats perform in the body?  What are the two main types of fats?  What are the health risks associated with saturated fats?  What foods contain saturated fats?  Why are unsaturated fats healthier for us?  What foods are monounsaturated fats found in?  What foods are polyunsaturated fats found in?  What are essential fatty acids..  What are the health benefits of Omega-3.  What fraction of our energy should come from fat?  What are the consequences of a diet too low in fat?  What are the risks of a diet that is too high in fat? |

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| **Year 10 Curriculum Overview**  **Health and Social Care** | |
| Autumn Term | |
| **Golden Threads:**  A1: Growth and Development, P.I.E.S Classification, Infancy, Early childhood, Adolescence, Early Adulthood, Middle Adulthood, Later Adulthood,  A2: Physical factors: Lifestyle factors | |
| **HT1 – Component 1**  Human Lifespan Development  **A1 Human growth and development across life stages**  **Infancy to Adolescence**  Define the terms ‘growth’ and ‘development’  Give two examples of how growth is measured  List the 6 life stages  Define PIES development  Explain the terms ‘fine’ and ‘gross’ motor skills  What is the age range for infancy?  Define the term ‘attachment’  Explain the term ‘bonding’  List 3 things that children need to feel emotionally stable  Define security and contentment  List the four areas of intellectual development that occur in childhood  Identify the two parts of language development that occur during infancy.  Identify the two categories of sex characteristics  Define self-esteem | **HT2 – Component 1**  Human Lifespan Development  **A1 Human growth and development across life stages**  **Early Adulthood to Later Adulthood**  **A2 Factors affecting growth and development**  Explain the term ‘physically mature’  Define menopause  Explain social isolation  List some of the physical developments that can occur during menopause.  List some of the emotional developments that can occur during menopause  Explain how social isolation may occur during menopause.  List 4 physical developments that may occur during later adult hood  Define the term ‘genetic inheritance’  What is dementia  Explain a range of inherited conditions and how they affect the body  Define the term ‘sensory impairment’.  What is type 2 diabetes and what is the cause.  Define the term ‘disability’  What is cardiovascular disease.  List 4 life events that could affect someone’s emotional development during later adulthood  How can nutrition affect growth and development  Define the term substance misuse |
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| Spring Term | |
| **Golden Threads:**  **A2**: Emotional factors: Social factors: Cultural factors: Environmental factors: Economic Factors:  **B1:** Health and Wellbeing, Relationship changes, Life circumstances  **B2:** resilience, self-esteem, emotional intelligence, disposition multi-agency working | |
| **HT3 –**  **A2 Factors affecting growth and development**  List the emotional events according to the stress they cause to an individual  Explain the terms social inclusion/exclusion  What is discrimination?  What environmental factors can have a negative impact on PIES  What financial resources could have a positive impact on PIES  **Learning Outcome B: Understand how individuals deal with life events**  **B1 Different types of life event**  What physical and mental factors could impact a persons PIES  What types of relationship changes could occur over the life stages  What life circumstances can affect individuals over the life stages  **B2 Coping with change caused by life events**  What are the character traits that influence how individuals cope?  What sources of support can help individuals adapt?  Define ‘multi-agency’ and ‘multidisciplinary’  What does an occupational therapist do.  What types of support can help individuals adapt? | **HT4**  **PEARSON SET ASSIGNMENT 1 Written within lessons**  Learning outcomes:  A: Understand human growth and development across life stages and the factors that affect them  B Understand how individuals deal with life events |
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| Summer Term | |
| **Golden Threads:**  **Health conditions, Health services, Social care services,** | **Golden Threads:**  Physical barriers, sensory disability barriers, social and cultural backgrounds |
| **HT5 –**  **PEARSON SET ASSIGNMENT 1 Written within lessons Finished**  **Component 2**  **A1 Healthcare services**  What is COPD?  What cardiovascular conditions can affect an individual?  What additional needs could an individual have?  What are the allied health professions?  How does and multidisciplinary team operate?  **A2 Social care services**  Define the term ‘social care’  What is domiciliary care and respite care?  What services are available for children and young people?  What services are available to adults and children with specific needs?  Define the term ‘informal care’  What voluntary care can be accessed? | **HT6 –**  **A3 Barriers to accessing services**  What is the definition of a barrier?  What are the physical barriers for accessing facilities?  What can individuals with sensory disabilities access?  What barriers do people from different social and cultural backgrounds experience and how can they be overcome?  What are the ways people can overcome language barriers?  Define the term ‘geographical barriers’  Define the term ‘intellectual’ barriers.  What ways are there to overcome intellectual barriers.  If individuals have financial barriers what services can they access to assist them. |
| **Year 11 Curriculum Overview**  **Design and Technology** | |
| Autumn Term | |
| **Golden Threads:** **Design, Evaluate**  Drawing, Design Ideas, Evaluation | **Golden Threads:** **Design, Make, Evaluate**  Drawing, Design Ideas, Evaluation, Card modelling, CADCAM |
| **HT1 – NEA Section C**  **Generating Design Ideas**   * Sketching range of ideas * Annotation of ideas * Client feedback * Card modelling ideas | **HT2 – NEA Section D**  **Developing Design Ideas**   * Develop Ideas into final design * CAD models of ideas * Final design CAD drawings   **Mock Exam 1** |
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| Spring Term | |
| **Golden Threads: Make, Evaluate**  Addition/Wastage tools and techniques, Marking out, Health and Safety, Equipment, | **Golden Threads: Evaluate** Evaluation |
| **HT3 – NEA Section E**  **Realising Potential**   * Manufacture plan * Quality Control * Health and Safety * Manufacture final design in the workshop | **HT4 NEA Section F**  **Analysing and Evaluating**   * Test final product * Evaluate * Client feedback * Suggestions for improvements   **NEA submission for external moderation (100 marks)**  **Mock Exam 2** |
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| Summer Term | |
| **Golden Threads: Design, Make, Evaluate**  Drawing, CADCAM, Addition/Wastage tools and techniques, Material Sources and origins, processing, Designers, design ideas, Marking out, Health and Safety, Equipment, Evaluation | **Golden Threads:** **Design, Make, Evaluate**  Drawing, CADCAM, Addition/Wastage tools and techniques, Material Sources and origins, processing, Designers, design ideas, Marking out, Health and Safety, Equipment, Evaluation |
| **HT5 – Written Exam Preparation**   * Theory Revision Lessons * Written Exam Technique * Seneca * Blookets * Revision Guide * Practise exam questions | **HT6 – Final Written Exam May/June**  **2 hour written paper (100 marks)**  Section A – Core technical principles  Section B – Specialist technical principles  Section C – Designing and making principles |

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| **Year 11 Curriculum Overview**  **Food Preparation and Nutrition** | |
| Autumn Term | |
| **Golden Threads:** **Design, Make, Evaluate**  Prepare and cook commodities, Scientific terms, Health and Safety, Nutrition, Equipment, Evaluation | |
| **NEA 1 Food Science Investigation Assessment (30 marks)**  Section A Research and Plan the Task   * use a range of relevant sources to research the task (5 marks) * create a plan of action * predict an outcome   Section B Investigate the working characteristics, function and chemical properties of ingredients (15 marks)  Section C Analyse and evaluate the task (10 marks)   * analyse the data and results collected, draw conclusions * justify findings, the reasons for the success or failure of the ingredients selected to trial * evaluate the hypothesis and confirm if the prediction was proven   **Mock Exam 1** | |
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| Spring Term | |
| **Golden Threads:** **Design, Make, Evaluate**  Prepare and cook commodities, Scientific terms, Health and Safety, Nutrition, Equipment, Evaluation | |
| **NEA 2 Food Preparation Assessment (70 marks)**  Section A Investigate and plan the task (to include trialling and testing) (15 marks)  Section B Prepare, cook and present a menu of three dishes within a single session (45 marks)  Section C Evaluate the selection, preparation, cooking and presentation of the three dishes (10 marks)  **Mock Exam 2** | |
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| Summer Term | |
| **Golden Threads:** **Design, Make, Evaluate**  Prepare and cook commodities, Scientific terms, Health and Safety, Nutrition, Equipment, Evaluation | |
| **HT5 – Written Exam Preparation**   * Theory Revision Lessons * Written Exam Technique * Seneca * Blookets * Revision Guide * Practise exam questions | **HT6 – Final Written Exam May/June**  3.1 Food Preparation Skills  3.2 Food, Nutrition, and health  3.3 Food Science  3.4 Food safety  3.5 Food choice  3.6 Food provenance  3.7 Food preparation and cooking techniques |

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| **Year 11 Curriculum Overview**  **Health and Social Care** | |
| Autumn Term | |
| **Golden Threads:**  Health conditions, Health services, Social care services, Physical barriers, sensory disability barriers, social and cultural backgrounds  B1 Skills and attributes in health and social care  B2 Values in health and social care  B3 The obstacles individuals requiring care may face  B4 The benefits to individuals of the skills, attributes and values in health and social care practice | |
| **HT1 –**  **Component 2 – Services and Values**  What skills do you need to deliver care effectively?  What attributes does an individual need?  What are the 6 ‘C’s and explain what they mean?  Define the definition of obstacles in relation to care users.  What makes targets unachievable?  What are potential obstacles and what causes them?  How will those receiving care be supported?  What is a person-centred approach?  Why is it important to protect confidentiality, how can this be achieved. | **HT2 –**   * PSA Component 2 Written within lessons * Understand the different types of healthcare services and barriers to accessing them * Understand the skills, attributes and values required to give care. |
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| Spring Term | |
| **Golden Threads:** A Factors that affect health and wellbeing  A1 Factors affecting health and wellbeing  Interpreting health indicators  B1 Physiological indicators  B2 Lifestyle indicators  C Person-centred approach to improving health and wellbeing  C1 Person-centred approach  C2 Recommendations and actions to improve health and wellbeing  C3 Barriers and obstacles to following recommendations | |
| **HT3 –**  **Component 3—Health and Wellbeing**   What physical factors can have a positive and negative effects on health and wellbeing?  What lifestyle factors can have a positive and negative effect on health and wellbeing?  Identify negative and positive social effects on wellbeing  What cultural factors can you name?  Name financial resources?  What environmental factors are there that can have an affect on your life?  What physiological indicators are used to measure health?  What is the short and long term risks of abnormal readings?  What are the government recommendations on lifestyle? | **HT4**  How does a person-centred approach assist an individual?  Why is a person-centred approach important?  What are the benefits of a person-centred approach?  What recommendations is it important to know to improve health and wellbeing?  What sources of formal and informal support are available to improve health and wellbeing?  What is the definition of ‘barriers’  What are the potential barriers  What is the definition of obstacles.  What others obstacles could an individual face in following recommendations |
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| Summer Term | |
| **Golden Threads: Consolidation of knowledge** | **Golden Threads:** Consolidation of knowledge |
| **HT5 – Written Exam Preparation**  **Revision of component 3 and exam practice.**   * Theory Revision Lessons * Written Exam Technique * Seneca * Blookets * Revision Guide * Practise exam questions | **HT6 – Final Written Exam May/June**  A Factors that affect health and wellbeing  A1 Factors affecting health and wellbeing  Interpreting health indicators  B1 Physiological indicators  B2 Lifestyle indicators  C Person-centred approach to improving health and wellbeing  C1 Person-centred approach  C2 Recommendations and actions to improve health and wellbeing  C3 Barriers and obstacles to following recommendations |

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| **Year 12 Curriculum Overview**  **Health and Social Care** | |
| Autumn Term | |
| **Golden Threads:** Life Stages, Physical, Intellectual, Emotional, Social, Life Events, Ageing, Genetics, Environmental factors | |
| **HT1 –**  **Unit 1 Human Lifespan Development**  **Section A – Human Growth and Development through the life stages**  A1 Physical Development  A2 Intellectual Development  A3 Emotional Development  A4 Social Development  **Unit 14 – Physiological Disorders and their care**  Learning Aim A—Investigate the causes and effects of physiological disorders | **HT2 –**  **Unit 1 Human Lifespan Development**  **Section B – Factors affecting human growth and development**  B1 Nature/Nurture Debate  B2 Genetic Factors  B3 Environmental Factors  B4 Social Factors  B5 Economic Factors  B6 Major Life Events  **Unit 14 - Physiological Disorders and their care**  Learning Aim B—Examine the investigation and diagnosis of physiological disorders |
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| Spring Term | |
| **Golden Threads:** Life Stages, Physical, Intellectual, Emotional, Social, Life Events, Ageing, Genetics, Environmental factors | |
| **HT3 –**  **Unit 1 Human Lifespan Development**  **Section C – Effects of Ageing**  C1 Physical Changes of ageing  C2 Psychological changes of ageing  C3 Societal effects of an ageing population  **Unit 14 - Physiological Disorders and their care**  Learning Aim C—Examine treatment and support for service users with physiological disorders  Learning Aim D— Develop a treatment plan for service users with physiological disorders to meet their needs | **HT4**  **Unit 14 - Physiological Disorders and their care**  Learning Aim D— Develop a treatment plan for service users with physiological disorders to meet their needs  **Deadline and submission of Unit 14 coursework**    **Revision for unit 1 written exam**  Section A – Human Growth and Development through the life stages  Section B – Factors affecting human growth and development  Section C – Effects of Ageing |
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| Summer Term | |
| **Golden Threads:**  Knowledge of PIES growth and development. Evaluate Piagets, Chomsky models of development. Connections between theories/models. Factors affecting ageing. | **Golden Threads:**  Discrimination, protected characteristics, Diversity, equality, prejudice, multidisciplinary. Code of conduct. |
| **HT5 –**  **Revision for unit 1 written exam**  Section A – Human Growth and Development through the life stages  Section B – Factors affecting human growth and development  Section C – Effects of Ageing | **Unit 1 Written Exam**  **Unit 5—Meeting Individual Care and Support Needs**  **Coursework**  A Examine principles, values and skills which underpin meeting the care and support needs of individuals |

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| **Year 13 Curriculum Overview**  **Health and Social Care** | |
| Autumn Term | |
| **Golden Threads:**  **Unit 2:** A The roles and responsibilities of people who work in the health and social care sector, B The roles of organisations in the health and social care sector, C Working with people with specific needs in the health and social care sector | |
| **HT1 –**  **Unit 5—Meeting Individual Care and Support Needs**  **Coursework**  B Examine the ethical issues involved when providing care and support to meet individual needs  C Investigate the principles behind enabling individuals with care and support needs to overcome challenges | **HT2 –**  **Unit 2—Working in Health and Social Care**  **Written Exam Content**  What types of roles do people have in the health and social care sector?  What are the day-to-day responsibilities an occupational therapist will do?  How can a worker promote anti-discriminatory practice?  Give an example of empowering a service user.  How can you ensure confidentiality?  What is an holistic approach?  What different types of setting are there to provide and meet different care needs?  What ways can organisations represent the interests of service users?  What are the ways health and social care services are monitored? |
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| Spring Term | |
| **Golden Threads:**  Know a range of roles of professionals in the health care sector. Multidisciplinary working. Process of providing the care and support necessary to meet individual needs | |
| **HT3 –**  **Unit 5—Meeting Individual Care and Support Needs**  **Coursework**  D Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs    **Unit 2 Written Exam - Working in Health and Social Care**  A The roles and responsibilities of people who work in the health and social care sector  B The roles of organisations in the health and social care sector  C Working with people with specific needs in the health and social care sector | **HT4**  **Unit 5—Meeting Individual Care and Support Needs**  **Complete Coursework for exam board submission**  A Examine principles, values and skills which underpin meeting the care and support needs of an individual.  B Examine the ethical issues involved when providing care and support to meet individual needs  C Investigate the principles behind enabling individuals with care and support needs to overcome challenges  D Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs |
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| Summer Term | |
| **Golden Threads:**  **Roles of people in healthcare sector, Roles of people in social care sector. How organisations work to ensure care is provided efficiently and with a person centred approach.** | |
| **HT5**  **Unit 2 Working in Health and Social Care**  **Revision for unit 2 written exam resit**  A The roles and responsibilities of people who work in the health and social care sector  B The roles of organisations in the health and social care sector  C Working with people with specific needs in the health and social care sector | **HT6**  **Unit 2 Written Exam resit if required - Working in Health and Social Care** |