

In Year 12 we look at topics that include Anatomy and Physiology; Equality, Diversity and Rights and Health, Safety and Security for Health and Social Care					
	Content Taught	Spec Ref	Essential knowledge	Assessment	Rationale
HT1	<p><b>In this half term students will study a unit of work that focuses on:</b></p> <p>The Sensory system- Eye and Ear</p>	Unit 4: Anatomy and Physiology in Health and Social Care	<p><b>Students will develop essential knowledge of...</b></p> <p><b>The sensory system- The eye</b> Knowledge of key terms/concepts/explanations</p> <p>Identification of parts of system; functions of parts; knowledge of causes, symptoms, monitoring, treatments, impact on lifestyle of disorders of these systems including cataracts, glaucoma, AMD and diabetic retinopathy</p> <p><b>The sensory system- The ear</b> Knowledge of key terms/concepts/explanations</p> <p>Identification of parts of system; functions of parts; knowledge of causes, symptoms, monitoring, treatments, impact on lifestyle of disorders of these systems including sensorineural and conductive hearing loss</p> <p><b>The Cardiovascular system</b> Knowledge of key terms/concepts/explanations</p> <p>Identification of parts of system; functions of parts; knowledge of causes, symptoms, monitoring, treatments, impact on lifestyle of disorders of these systems including hypertension and coronary heart disease</p> <p><u>Essential reading for depth: Heart Disease   Symptoms and Types of Heart Disease   Patient</u></p>	<p>Summative assessment- during this half term bring it all together tasks are completed for sub topics and a bring it all together end of unit test is completed to assess essential knowledge for the whole unit</p> <p>Formative assessment- Live marking of students oral and written work is carried out following retrieval starter tasks for each lesson</p>	Anatomy and Physiology is an ambitious and challenging unit that builds on prior learning from KS3/4 Biology and engages students whilst building essential knowledge foundations for careers in Health and Social Care. Systems are discrete so unit is easily split between staff without affecting student progression of knowledge, skill and understanding. However, the consistency in what information is required for each system (e.g. Identification, description of parts of system etc.) allows students to develop routines and understanding of how to organise knowledge effectively across the unit to support future learning and application in subsequent units of
	The Cardiovascular system				
HT2	<p><b>In this half term students will study a unit of work that focus on:</b></p> <p>The Musculoskeletal system</p>		<p><b>The Musculoskeletal system-</b> Knowledge of key terms/concepts/explanations</p> <p>Identification of parts of system; functions of parts; knowledge of causes, symptoms, monitoring, treatments, impact on lifestyle of disorders of these systems including Rheumatoid and Osteoarthritis</p>	<p>Summative assessment- during this half term bring it all together tasks are completed for sub topics and a bring it all together end of unit test is completed to assess essential knowledge for the whole unit</p> <p>Formative assessment- Live marking of students oral and written work is carried out following retrieval starter tasks for each lesson</p>	

	The Respiratory system	<b>Unit 4: Anatomy and Physiology in Health and Social Care</b>	<p><b>The Respiratory system</b>-Knowledge of key terms/concepts/explanations</p> <p>Identification of parts of system; functions of parts; knowledge of causes, symptoms, monitoring, treatments, impact on lifestyle of disorders of these systems including asthma, emphysema and cystic fibrosis</p>	<p>Summative assessment- during this half term bring it all together tasks are completed for sub topics and a bring it all together end of unit test is completed to assess essential knowledge for the whole unit</p>	
	The Regulatory systems (brain)		<p><b>The Regulatory system</b> -Knowledge of key terms/concepts/explanations</p> <p>Identification of parts of system; functions of parts; knowledge of causes, symptoms, monitoring, treatments, impact on lifestyle of disorders of these systems including stroke; multiple sclerosis; diabetes; nephrotic syndrome; cirrhosis</p>		
	The Digestive system		<p><u>Essential reading for depth: Diabetes Real Life Stories</u></p> <p><b>The Digestive system</b>-Knowledge of key terms/concepts/explanations</p> <p>Identification of parts of system; functions of knowledge of causes, symptoms, monitoring, treatments, impact on lifestyle of disorders of these systems including Irritable Bowel Syndrome, gallstones and coeliac disease</p>		
HT3	<p><b>In this half term students will study a unit of work that focus on:</b> Synoptic: Cellular respiration and homeostasis</p> <p>The Regulatory systems ( endocrine system,</p>		<p>Knowledge of key terms/concepts/explanations</p> <p>Identification of parts of system; functions of knowledge of causes, symptoms, monitoring, treatments, impact on lifestyle of disorders of these systems including Asthma, emphysema, Cystic fibrosis</p> <p><u>Essential reading for depth Cystic Fibrosis   Symptoms, Causes and Treatment   Patient</u></p> <p><b>Regulatory system</b> -Knowledge of key terms/concepts/explanations</p>	<p><b>End of unit summative essential knowledge assessment for whole unit (LDO &amp; KRI)</b></p>	

	kidney, liver )		Identification of parts of system; functions of parts; knowledge of causes, symptoms, monitoring, treatments, impact on lifestyle of disorders of these systems including stroke; multiple sclerosis; diabetes; nephrotic syndrome; cirrhosis		
	Equality, Diversity and Rights in Health and Social Care	Unit 2: Equality, Diversity and Rights	Concepts of Equality, diversity and Rights- impact of discriminatory practices on individuals in health, social care and childcare environments	Summative assessment- during this half term bring it all together tasks are completed for sub topics and a bring it all together end of unit test is completed to assess essential knowledge for the whole unit	Unit 2 -Equality, Diversity and Rights offers a contrast to the previous unit which was biology based and now affords students the opportunity to consider best practice in Care. This unit allows for the development of written assessment skills that began during the previous unit using an alternative focus and supports future learning in 'Building positive relationships in Health and Social Care'
HT3	Health, Safety and security in Health and Social Care	Unit 3: Health, safety and Security in Health and Social Care	Potential hazards in health, social care and childcare environment How legislation, policies and procedures promote health, safety and security in health, social care and childcare environment	Formative assessment- Live marking of students oral and written work is carried out following retrieval starter tasks for each lesson	
HT4	<b>In this half term students will study a unit of work that focus on:</b>  Equality, Diversity and Rights in Health and Social Care continued	Unit 2: Equality, Diversity and Rights	How current legislation and national initiatives promote anti-discriminatory practice in health, social care and child care environments  Essential reading for depth: <a href="#">Induction Workbook - Promoting Anti-Discrimination (skillsforcare.org.uk)</a>	Summative assessment- during this half term bring it all together tasks are completed for sub-topics and a bring it all together end of unit test is completed to assess essential knowledge for the whole unit  Formative assessment- Live marking of students oral and written work is carried out following retrieval starter tasks for each lesson	Unit 3- Likewise, the Health, Safety and Security unit that runs alongside the above that affords students the opportunity to develop knowledge and understanding of another crucial aspect of 'care'. This unit allows for the development of written assessment skills that began with the previous unit using an alternative focus and supports future learning in 'Building positive relationships in Health and Social care ' and 'Sexual health, reproduction and early development stages'
	Health, Safety and security in Health and Social Care continued	Unit 3: Health, safety and Security in Health and Social Care	How the roles and responsibilities involved in Health, Safety and Security in Health, Social care and childcare environments		
HT5	Equality, Diversity and Rights in Health and Social Care continued	Unit 2: Equality, Diversity and Rights	How equality, Diversity and Rights in health, social care and child care environments are promoted  Essential reading for consolidation: <a href="#">ISL063 15 NHS Constitution EasyRead UPDATE (publishing.service.gov.uk)</a>	Summative assessment- during this half term bring it all together tasks are completed for sub topics and a bring it all together end of unit test is completed to assess essential knowledge for the whole unit  Formative assessment- Live marking of students oral and written work is carried out following retrieval starter tasks for each lesson	
	Health, Safety and security in Health and Social Care continued	Unit 3: Health, safety and Security in Health and Social Care	How to respond to incidents and emergencies in a health, social care or childcare environment	<b>End of unit summative essential knowledge assessment</b>	

HT6	<p><b>In this half term students will study a unit of work that focus on:</b> Building positive relationships in Health and Social Care</p>	<p><b>Unit 1: Building positive relationships in Health and Social</b></p>	<p>Knowledge of key terms/concepts/explanations</p> <p>How to apply of key concepts to relationships within health and social care contexts</p> <p><u>Essential reading for breadth:</u> <a href="#">004972.pdf (pg 15-24)</a></p>	<p>Formative assessment- Live marking of students oral and written work is carried out following retrieval starter tasks for each lesson</p>	<p>Building positive relationships delivered as first <b>portfolio unit</b> which builds on prior learning from our Equality, Diversity and Rights and our Health, Safety and security unit. This also supports future learning as student develop report writing skills ie structure; language; application to meet demands of command words</p>
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