

Year 12 and 13 Health and Social Care Diploma Curriculum Rationale

The Health and Social care qualification provides our pupils with a powerful insight into the Health and Social Care sector, with the opportunity to explore key themes such as safeguarding, health and safety and the development through the life stages. Pupils will be able to develop a range of transferable, technical, and practical skills, which will give them the opportunity to implement within realistic settings as part of potential future work placements.

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning and enrichment
Practical Coursework	Skills in isolation and unedited game play Evidence. Videos shown as full mark examples	Launch at start of course as takes time to produce. Summer Sports one season to collect. Worth 15% of course- regular checks to keep students on top of work required.	Externally assessed at end of course May. Teacher assessed throughout and feedback given. <i>December/Feb/June</i> <i>Final Hand in date Dec</i> <i>15% of course</i>	Use of ICT	Linking- Connection finding Hardworking – Practice Analysing – Precision	Ongoing collection of performances via video. Use of media platforms to create videos.
1.1 Muscular skeletal system 1.2 Cardio-respiratory system and cardiovascular system	Names or select muscles, movements available, muscles responsible, joint actions. Stretch shortening cycle, muscle roles, levers, newtons laws, stability, resultant force, effects of a warm up.		<i>Formative-</i> Quizlet, Exam questions throughout lessons, EverLearner Tasks. <i>Summative-</i> Assessment Paper 1 (<i>First week after Oct half term</i>) <i>Low Stakes Quizzes-</i> using forms	SPAG- understanding mark schemes and answering developed essays. Numeracy for understanding timelines,	Metathinking – Metacognition Linking- Connection finding Realising – Automaticity Linking- Big Picture thinking	Online Platform EverLearner Quizlet- CCS created study sets. Past Paper Question Booklets

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning and enrichment
	Anatomy and physiology of cardio and respiratory systems, mechanics of breathing, lung volumes, cardiac cycle, effects of a warm up on these systems, healthy and unhealthy lifestyles.			historical data etc.		
Coursework Collapse Part 1 <i>Start of November (2 weeks)</i> Year 1	Physiological component	Collapsed timetable to set focus and give lots of 1:1 feedback. Splits coursework into 3 parts so less pressure in Year 2 of course.	Teacher assessed throughout and feedback given. Teacher marked at end of assessment and feedback given to make changes.	Use of ICT SPAG- of work produced. Numeracy- word count.	Linking- Connection finding Hardworking Meta Thinking- Strategy Planning	Complete Coursework focus. Exam board examples
1.3 Neuro-muscular system. 2.1 Diet and Nutrition	Anatomy and physiology of neuromuscular system. Muscle fibre types, different characteristics of fibres, fibre recruitment patterns, sliding filament theory, response to a warmup. Chronic		<i>Formative-</i> Quizlet, Exam questions throughout lessons, EverLearner Tasks. Planned retrieval every lesson. <i>Summative-</i> Assessment Paper 2 (<i>First week after Feb half term</i>)	SPAG- understanding mark schemes and answering developed essays.	Metathinking – Metacognition Linking- Connection finding Realising – Automaticity Linking- Big Picture thinking	Online Platform EverLearner Quizlet- CCS created study sets. Past Paper Question Booklets

Unit:	Core knowledge/skill development:	Sequence:	Assessment:	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning and enrichment
	adaptations to exercise.		<i>Low Stakes Quizzes-</i> using forms			
Coursework Collapse Part 2 <i>Start of April (2 weeks)</i> Year 1	Technical component	Collapsed timetable to set focus and give lots of 1:1 feedback. Splits coursework into 3 parts so less pressure in Year 2 of course.	Teacher assessed throughout and feedback given. Teacher marked at end of assessment and feedback given to make changes.	Use of ICT SPAG- of work produced. Numeracy- word count.	Linking- Connection finding Meta Thinking- Strategy Planning Realising – Automaticity	Complete Coursework focus. Exam board examples
2.2. Preparation and training.	Types of training, fitness testing, interpreting data, determinants of performance, Principles of training, calculating intensity, periodisation, altitude, heat and humidity, recovery strategies.		<i>Formative-</i> Quizlet, Exam questions throughout lessons, EverLearner Tasks. Planned retrieval every lesson. <i>Summative-</i> Assessment PPE end of Year exam. <i>(June school directed)</i> <i>Low Stakes Quizzes-</i> using forms	SPAG- understanding mark schemes and answering developed essays.	Metathinking – Metacognition Linking- Connection finding Realising – Automaticity Linking- Big Picture thinking	Online Platform EverLearner Quizlet- CCS created study sets. Past Paper Question Booklets
<i>End of Year one</i>						

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning and enrichment
<i>Start of Year two</i>						
1.4 Energy systems: Fatigue and recovery	Forms of energy, three energy pathways, energy continuum, causes of fatigue, recovery, EPOC, DOMS, EIMD, priming.		Formative- Quizlet, Exam questions throughout lessons, EverLearner Tasks. Planned retrieval every lesson. Low Stakes Quizzes- using forms	SPAG- understanding mark schemes and answering developed essays	Metathinking – Metacognition Linking- Connection Finding Realising – Automaticity Linking- Big Picture thinking	Online Platform EverLearner Quizlet- CCS created study sets. Past Paper Question Booklets
PDP Launch October (2 weeks)	Performance Development Programme	Launch as students need to complete an 8-week training programme before evaluation.	Teacher assessed throughout and feedback given. Teacher marked at end of assessment and feedback given to make changes.	Use of ICT SPAG- of work produced. Numeracy- word count.	Linking- Connection finding Meta Thinking- Strategy Planning Realising – Automaticity	Complete Coursework focus. Exam board examples
Practical Hand in (<i>Before Christmas Break</i>)	Skills in isolation and unedited game play Evidence.	Ensure work is completed and all evidence should have been collected.	Teacher marked against Criteria Worth 15% of course	SPAG- of work produced. Numeracy- word count.	Hardworking	N/A

Unit	Core knowledge/skill development	Sequence	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development	Home learning and enrichment
2.3 Injury prevention and the rehabilitation of injury	Injury classification, acute and overuse, prevention of injury, rehabilitation, POLICE, RICE,					
PDP Evaluation Collapse (1 week) April	Final Evaluation	Focused teacher time and feedback	Teacher marked against Criteria.	SPAG	Realising – Automaticity	Complete Coursework focus.
2.4 Linear motion, 2.5 Angular motion 2.6 Projectile motion 2.7 Fluid mechanics	Calculations, plotting data, application to sport, technical adjustments related to biomechanical understanding, types of spin in tennis, football, magnus effect, Bernoulli effect.					
PDP Hand in date Mid April	Performance Development Programme	Hand in before official deadline for teacher marking time.	Teacher marked against Criteria.	SPAG	Hardworking	N/A