

Long-term planning (LTPs) - Planning how the key concepts, knowledge, skills identified in the Progression map will be delivered termly per year group
 Ensuring that end points & NC/spec are covered
 Identifying what assessments are planned and when
 Allowing for whole academy intent priorities to be planned for

HSC YEAR 9						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	R022: Communicating and working with individuals in health, social care and early years settings:	R022: Communicating and working with individuals in health, social care and early years settings:	R022: Communicating and working with individuals in health, social care and early years settings:	R022: Communicating and working with individuals in health, social care and early years settings:	R023: Understanding body systems and disorders:	R023: Understanding body systems and disorders:
Unit length:						
Key concepts:	Types of communication Factors that effect the use of communication	Effective care principles Effective communication skills	Communication plans- what makes effective planning	Communication skills	The structure of the cardio vascular system	The structure of the digestive system
Knowledge/ Skills:	-different types of communication -factors that positively influence communication - barriers to communication -ways to overcome barriers	-the qualities that contribute to effective care: -patience (e.g. when dealing with an individual in a wheel chair) -understanding (e.g. by giving clear instructions for an activity at a day care centre so that they are understood) -empathy (e.g. with an individual's circumstances when breaking bad news in a hospital) o respect (e.g. an individual's	how to plan for a one-to-one and group health, social care or early year interaction, considering: -time, i.e.: - ensuring enough time is set-aside - that all parties involved are aware of the time and how long it will take -environmental factors -Activity or topic of conversation -skills to be used, i.e.: - non-verbal – verbal -the reasons why practitioners and	. how to communicate effectively in a one-to-one and group situation o by active listening, o appropriate body language and behaviour - appropriate facial expressions (e.g. when giving bad news in a hospital) - inappropriate body language and behaviour, i.e.: - hand gestures/folded arms/finger pointing	Learners must be taught: • the cardiovascular system - the structure of the cardiovascular system, i.e.: - heart - ventricles, left and right atrium, aorta - veins - size, diameter - arteries - size, diameter, pressure -the function of the cardiovascular system, i.e.: - circulation of blood around the body, oxygenation	the digestive system o the structure of the digestive system, i.e.: - stomach -expanding sac structure -muscular walls – oesophagus, length, extends to the stomach -moves food down to the stomach – -Intestine's function of the digestive system- -breaks down food - absorption of molecules

		<p>personal religious beliefs about the type of food they can eat in hospital)</p> <p>-willingness (e.g. to support other individuals) o sense of humour (e.g. when working with young children in a nursery) o cheerfulness (e.g. the way a nursery nurse greets the children)</p> <p>-how the qualities contribute to effective care</p>	<p>individuals who use the service need to communicate clearly</p> <p>-to show value and respect for the individual</p> <p>how to communicate effectively in a one-to-one and group situation</p>	<p>- behaviour which fails to value service users</p> <p>-adapting/using appropriate language,) - clarity of information.</p>	<p>and deoxygenation (e.g. arteries are the blood vessels carrying oxygenated blood away from the heart and veins carry de-oxygenated blood to the heart)</p> <p>the respiratory system</p> <p>o the structure of the respiratory system, i.e.: - trachea, i.e.: -cartilage and ligaments, connects nose and mouth to lungs – lungs cone shaped right bigger than left – alveoli microscopic sacs bunched together</p> <p>the function of the respiratory system</p>	<p>(minerals/water) into the blood</p> <p>-waste removal from the body</p>
End points covered:						
NC/Spec coverage:	RO22- LO1	RO22-LO2	RO22-LO3	RO22-LO3	RO23- LO1	RO23- LO2
Cross-curricular links:	Communication skills – effective planning across of the subjects	RE- culture and religious beliefs	Pshe- Understanding others / beliefs / needs	Pshe- Understanding others / beliefs / needs	Science- biology Sport RO43 unit	Science- biology Sport RO43 unit
Assessments:						

<i>Other academy intent priorities</i>						
Curriculum Careers - Gatsby 4						
Culturally rich – broadening horizons						

HSC YEAR 10						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	R023: Understanding body systems and disorders:	R023: Understanding body systems and disorders:	R021: Essential values of care for use with individuals in care settings	R021: Essential values of care for use with individuals in care settings	R021: Essential values of care for use with individuals in care settings	R021: Essential values of care for use with individuals in care settings
Unit length:						
Key concepts:	<p>the cardiovascular system disorder's: heart attack - angina - heart failure symptoms diagnosis</p> <ul style="list-style-type: none"> the respiratory system o the disorders: asthma/allergies - bronchitis - pneumonia - emphysema -symptoms (e.g. wheezing, shortness 	<p>how to measure pulse rate before and after activity (e.g. beats per minute, average pulse rates, raising pulse rate during activity) -compare results against normal/maximum pulse rates for age -how to measure peak flow of an individual before and after activity -compare results against normal values</p>	<p>the rights of individuals: -choice -confidentiality, i.e.: - having personal notes stored securely - not being spoken about so others can hear -protection from abuse and harm -equal and fair treatment, being treated for the needs the individual has - consultation</p>	<p>how care workers can support individuals to maintain their rights: by using effective communication -by providing up-to-date information, i.e.: - on time services open – type of care provided - by challenging discriminatory behaviour -by providing information about</p>	<p>the key aspects of legislation which are relevant to each of the following groups: o children and young people o vulnerable adults o ethnic minority groups o people with disabilities o men and women o older adults</p>	<p>personal hygiene, i.e.: o hair tied back/covered o open wounds covered o no jewellery o no nail polish o appropriate protective clothing o appropriate hand washing routines o regular showering and hair washing o regular brushing of teeth o appropriate use and disposal of tissues/antiseptic wipes • safety</p>

	<p>of breath, increased breathing rate) o diagnosis (e.g. CT scan, MRI, x-rays, function tests)</p> <p>the digestive system o disorders symptoms (e.g. pain, discomfort, bloating, diarrhoea, sour/bitter taste in mouth, vomiting, weight loss) diagnosis (medical history, physical exam, endoscopy, x-ray, ultra-sound, blood test, Body Mass Index (BMI) tests).</p>	<p>for age, height and weight -how to calculate BMI (e.g. average BMI's, measure height and weight input onto BMI chart) o compare the results against healthy weights for height. • ways of measuring function in the: o cardiovascular system, i.e.: - pulse rates o respiratory system, i.e.: - peak flow tests o digestive system, i.e.: - BMI.</p>	<p>why it is important to maintain individuals rights</p>	<p>complaints procedures</p> <p>the values of care in health and social care: o by promoting equality and diversity o by maintaining confidentiality o by promoting individuals' rights and beliefs</p> <p>where the values of care are applied, i.e.: o in health settings (e.g. GP surgery) o in social care settings (e.g. residential homes) o in early years care and education (e.g. nurseries)</p> <p>how the early years values of care are applied in settings</p> <p>the importance of applying the values of care</p> <p>the effects on people who use services if the values of care are not applied</p>	<p>an overview of the key aspects of legislation how key legislation impacts on</p>	<p>procedures, i.e.: o emergency procedures (e.g. fire, evacuation) o equipment considerations (e.g. appropriate training, fit for purpose) o moving and handling techniques</p> <p>security measures, i.e.: o checking external entrances o monitoring of keys o security pads on doors o window locks o reporting of concerns to line managers o identifying staff, receiving and monitoring visitors</p> <p>-</p> <p>how individuals are protected: methods for reducing spread of infection (e.g. general cleanliness, wearing gloves/masks) -methods for reducing risk/danger (e.g. risk assessment) - procedures to prevent accidents and promote good</p>
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						practice (e.g. training programmes).
Knowledge/ Skills:		.				
End points covered:						
NC/Spec coverage:	RO23- LO2	RO23- LO3	RO21-LO1	RO21-LO2	RO21-LO3	RO21-LO4
Cross-curricular links:	Science- biology Sport RO43 unit	Science- biology Sport RO43 unit			PSHE- Care values and systems	Hygiene – Catering
Assessments:						
<i>Other academy intent priorities</i>						
Curriculum Careers - Gatsby 4						
Culturally rich – broadening horizons						

HSC Year 11						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title:	R029: Understanding the nutrients needed for good health:	R029: Understanding the nutrients needed for good health:	R029: Understanding the nutrients needed for good health:	Re sit opportunities	Exams	Exams
Unit length:						
Key concepts:	the dietary need of the different life stages	the factors that influence diet, i.e.: o income o location	<ul style="list-style-type: none"> to create a meal for specific dietary needs, i.e.: o ingredients o 	Opportunities for re sit of modules		

	<p>o young people, i.e.: - sustain growth - promote good health for developmental changes - rapid growth - considerable gains in bone and muscle</p> <p>o adulthood, i.e.: - to prevent disease - regulate metabolism - maintain normal growth and function and promote healthy lifestyles</p> <p>o older adults, i.e.: - to maintain both mental and physical health - preserve muscle tissue and strength</p> <p>the importance of nutrients,</p> <p>o macro nutrients - protein, fat, carbohydrates,</p> <p>o micro nutrients - vitamins A, B group, C, D, E, K, minerals - calcium, iron</p> <ul style="list-style-type: none"> • the function of each nutrient, i.e.: <p>o producing energy</p> <p>o growth and repair</p>	<p>o lifestyle choice</p> <p>o vegetarian</p> <p>o vegan</p> <p>o religion</p> <p>o allergies/intolerances</p> <ul style="list-style-type: none"> • to create dietary plans considering, i.e.: <p>o dietary needs for specific conditions</p> <p>the sources of nutrients, i.e.:</p> <p>o protein, i.e.: - animal/fish/dairy sources (e.g. chicken, salmon, eggs) - vegetable sources (soya beans, nuts, tofu)</p> <p>o carbohydrates (e.g. wheat)</p> <p>o fat - animal sources (e.g. milk/cream) - vegetable sources (e.g. nut oils, avocados)</p> <p>o vitamins - A (e.g. eggs, kidneys, mackerel) - D (e.g. fortified foods; breakfast cereal and margarine) - B (e.g. chicken, eggs, broccoli, dates, nuts,</p>	<p>combining nutrients in a meal (e.g. protein, carbohydrate and fat - cheese on toast, with a glass of fruit juice or piece of fruit) o portion size</p> <ul style="list-style-type: none"> • to assess their meal choices in relation to government guidelines (e.g. D.R.V. and R.N.I.) • the hygienic and safe preparation of food (e.g. correct procedures such as using colour coded boards for food preparation, how to check if food is properly cooked, preparing the environment and themselves, by washing tables down before use, wearing aprons, correct hand washing etc.). 			
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WFA Long Term Plan

	<ul style="list-style-type: none"> o prevention of disease o aid nerve function o aid the excretion process o to act as a carrier for other nutrients o for cell formation o to protect, and maintain cell homeostasis 	<ul style="list-style-type: none"> pulses) - C (e.g. strawberries, oranges) o minerals (e.g. calcium, iron). 				
Knowledge/ Skills:		.				
End points covered:						
NC/Spec coverage:	RO29-LO1	RO29-LO2	RO29-LO3	RO29- LO1-3		
Cross-curricular links:	Catering – level 2 Sport ro44	Catering – level 2 Sport ro44	Catering – level 2 Sport ro44	Catering – level 2 Sport ro44		
Assessments:						
<i>Other academy intent priorities</i>						
Curriculum Careers - Gatsby 4						
Culturally rich – broadening horizons						