



# YEAR 13 Spring Term

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Unit 14 Physiological Disorders and their Care

<b>Curriculum Intent</b>	<p>Pupils will be taught the following this half term with both teachers sharing the topic (schedule to be created each year by the Program Lead- currently SWA)</p>
<b>Skills/National Curriculum Links</b>	<p><b>Why do we teach this to students?</b> An independent exploration and analysis of how disorders impact health and wellbeing</p> <p><b>Why do we teach this now?</b> This topic is an Optional topic; this means it must be taught last after all Mandatory topics. The NEA is a short piece compared to Unit 5, therefore it fits best in the final teaching term, allowing those who are resitting exam units time to receive support.</p> <p>Learning aim A: Investigate the causes and effects of physiological disorders</p> <p>Learning aim B: Examine the investigation and diagnosis of physiological disorders</p> <p>Learning aim C: Examine treatment and support for service users with physiological disorders</p> <p>Learning aim D: Develop a treatment plan for service users with physiological disorders to meet their needs</p>
<b>Cross Curricular Links</b>	<p><b>SMSC:</b> understanding the best way to support a diverse population (including; different ages, genders, cultures and religions) in health and social care services</p> <p><b>British Values:</b>  <b>Democracy-</b> through knowing how the democratically appointed government disperses funds for statutory services  <b>Rule of Law-</b> through understanding the rights of service users as laid out by laws which support them  <b>Literacy:</b> Extensive research and analytical writing in the NEA  <b>Skills Builder:</b> Critical thinking and analytical. communication and interpersonal, Leadership and teamwork skills, Organization/time management skills, Goal setting and prioritizing.</p>
<b>Becoming future ready</b>	<p><b>Personal Skills:</b> As a Health and Social Care student you will develop an in-depth understanding of factors impacting the health and wellbeing of yourself and others. This leads to the understanding and empathy needed to work closely with a diverse population of people in any setting.</p> <p><b>Careers/Employability:</b> As well as the above personal skills leading to employability, Health and Social Care at BTEC level 3, delivers skills employers value, such as numerical skills, the ability to understand and work with statistics, effective communication and the ability to work productively in teams. More specifically, this subject provides the core knowledge needed to work within the Health and Social Care industry e.g., as a nurse, midwife, social worker or teacher.</p>
<b>Adaptation</b>	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p><b>By product:</b> differential outcomes using must, could, should.</p> <p><b>By resource:</b> each PowerPoint has different levels of differentiation to access, 'key points' extension, stretch and challenge. Stimulus questions are of a different ability.</p> <p><b>By Intervention:</b> by providing different levels of supervision and support, drop ins, catch up sessions.</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p><b>By Offering Optional Activities:</b> In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
<b>QFT/SEND Provision</b>	
<b>Implementation Curriculum Delivery</b>	<p>Collaborative, detailed and thorough curriculum planning lies at the heart of this department. We use all available resources and teaching strategies to ensure that students have a comprehensive knowledge of the specifications and are capable of going beyond what is taught in lessons. Techniques to help develop long-term memory and help students master</p>

Learning Outcomes (Knowledge)	subject content are embedded in the curriculum. These are focused on embedding challenge, metacognition, memory techniques, numeracy and literacy into our departmental curriculum. In Health and Social Care we also implement our curriculum through using a variety of teaching strategies and kinaesthetic tasks as well as more traditional skills practice.		
	Pass	Merit	Distinction
	Learning aim A: Investigate the causes and effects of physiological disorders		
	A.P1 Explain the causes, signs and symptoms of different types of physiological disorder on service users.	A .M1 Analyse the changes in body systems and functions resulting from different types of physiological disorder on service users.	A.D1 Evaluate the impact of physiological disorders on the health and wellbeing of service users.
	Learning aim B: Examine the investigation and diagnosis of physiological disorders		BC.D2 Justify the potential benefits of different investigations and treatment options for service users diagnosed with physiological disorders.
	B.P2 Compare investigative and diagnostic procedures for different physiological disorders	B.M2 Assess the importance of specific procedures in confirming the diagnosis of physiological disorders	
	Learning aim C: Examine treatment and support for service users with physiological disorders		
	C.P3 Explain the treatment and support available for service users with different physiological disorders.  C.P4 Compare the types of carers and care settings for service users with different physiological disorders	C.M3 Assess the provision of treatment, support and types of care for service users with different physiological disorders.	
	Learning aim D: Develop a treatment plan for service users with physiological disorders to meet their needs		
	D.P5 Assess care needs of a selected service user with a physiological disorder.  D.P6 Plan treatment to meet the needs of a selected service user with a physiological disorder.  D.P7 Explain how the plan would improve the health and wellbeing of a selected service user.	D.M4 Plan treatment to meet the needs of a selected service user with a physiological disorder, reviewing as appropriate to improve outcomes.	D.D3 Justify the recommendations in the plan in relation to the needs of the service user and advantages and disadvantages of treatment options
Current learning to be developed in the future within:	This is the final unit, however, most students progress onto a linked course in university (e.g., nursing). These students will find their knowledge of disorders impacting care and the provision of care very relevant. Furthermore, all students will have lifelong knowledge of the role of the statutory care system in the UK, this will provide them excellent personal knowledge for their future health.		
Assessment	Refer to assessment maps for formative and summative assessment opportunities.		
Impact	Attainment and Progress – Refer to assessment results / data review documentation.		